DOCUMENT RESUME

ED 120 924 EA 008 067

AUTHOR Puttick, Edwin B.; And Others
TITLE The Finance of Non Government Schools in Bangladesh.
INSTITUTION California Univ., Berkeley. Program in International Education Finance.
SPONS AGENCY Agency for International Development (Dept. of State), Washington, D.C.; Ford Foundation, New York, N.Y.
PUB DATE 1 Apr 74
NOTE 256p.; Project: Education in Bangladesh

EDRS PRICE MF-$0.83 HC-$14.05 Plus Postage
DESCRIPTORS Demography; Dropout Rate; Educational Equipment; Educational Facilities; *Educational Finance; Elementary Secondary Education; Enrollment Trends; Expenditure Per Student; Higher Education; *International Education; *Nonpublic School Aid; *Non Western Civilization; *Private Schools; Questionnaires; School Demography; Tables (Data); Teacher Salaries
IDENTIFIERS *Bangladesh

ABSTRACT

The educational system in Bangladesh is unique in its finance and management structure. Elementary and higher education are mostly publicly financed, while secondary and intermediate education are mainly private organized. This study concentrates on private schools at the secondary, intermediate, and college level; and the difference in access between males and females and between urban, semiurban, and rural areas. The data were obtained from questionnaires sent by the National Commission on Manpower and Education (NCME) in 1968-69 to each known private school in what was then East Pakistan. A detailed analysis is made of the private schools in the areas of finance, costs, and enrollments. The size of government grants to private schools is explored, and information is given on the fee requirements of pupils of public schools. Per-pupil-expenditures are surveyed in order to examine the quality/cost relationship. Enrollment practices and size distribution of schools are analyzed. A copy of the questionnaire and frequency distribution tables are contained in the appendixes. (Author/NLF)

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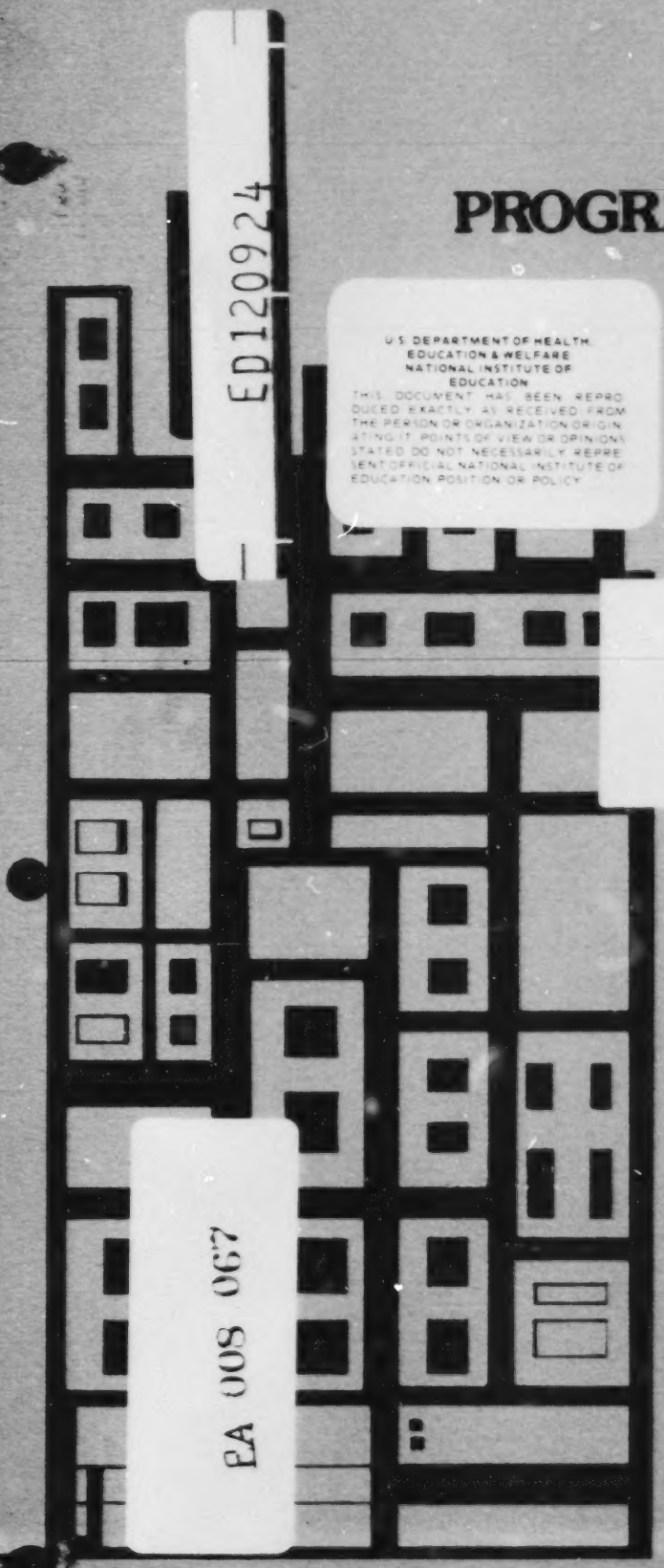

EA 008 067

PROGRAM IN INTERNATIONAL EDUCATION FINANCE

School of Education/University of California at Berkeley

Project: Education in Bangladesh

THE FINANCE OF NON GOVERNMENT SCHOOLS IN BANGLADESH

Edwin B. Puttick
Lalit M. S. Roy
Jo M. Ritzen

April 1, 1974

Supported by a grant from the Ford Foundation and by the
Program in International Education Finance
Study carried out under the supervision of
Professor Charles S. Benson

The Program in International Education Finance is supported by a 211-d grant from the Agency for International Development (AID). The information and conclusions in the Paper do not necessarily reflect the position of A.I.D. or the United States Government.

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I-1 Aims of the Study

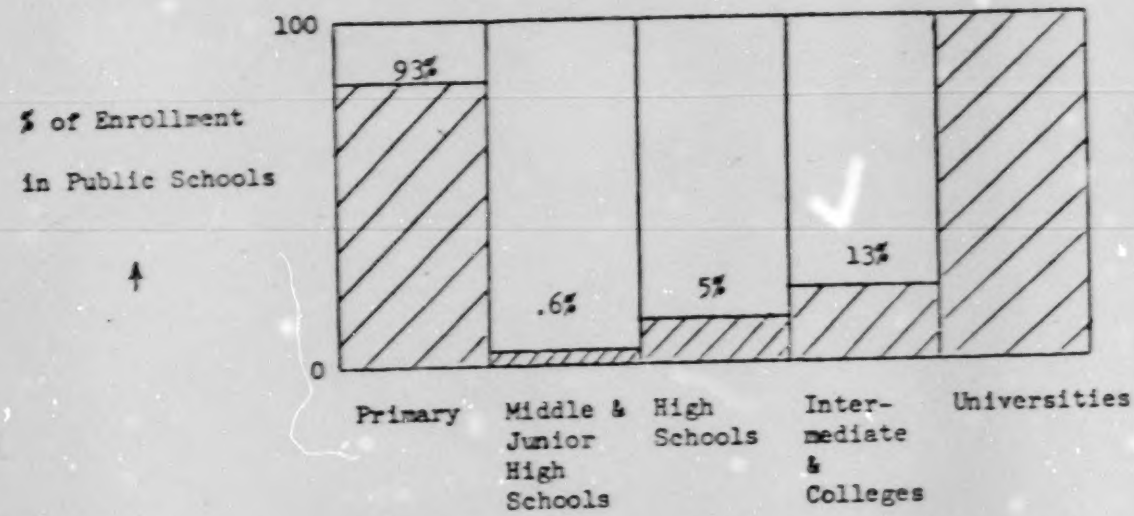
The educational system in Bangladesh is unique in the world in its finance and management structure. Depending on the level of education, the vast majority of schools is either under private management[1] and mostly privately financed or under the management of the government and largely financed by the government. Elementary and higher education are mostly publicly financed, while secondary and intermediate education are mainly privately organized. This phenomenon has been illustrated by the distribution of enrollments by level and management of education for the year 1965-66 in Figure I-1. The distribution depicted here has remained virtually unchanged throughout the years. The enrollment data in the figure reflect schools recognized by the government. This does not include enrollments in religious (Madrassah) schools. The type of management of the school is not fully indicative of the finance structure. On the one hand, most of the privately managed schools are financially 'aided' by the government; on the other, many of the publicly managed schools (particularly at secondary and higher levels) raise fees.

This study concentrates on private schools at those levels of education where they play a dominating role, i.e., the secondary, intermediate and college level. The role of private schools on the general secondary, intermediate and college level is, in fact, vital in providing access for the majority of the student population to the universities, professional schools and technical schools: without the student flow from the private schools the higher levels of the education system could not function.

The sharp contrast between the government support for the primary, technical secondary, professional and university education on the one hand,

FIGURE I-1

Distribution of Supply of Education over Public and Private Schools, 1965-66
(Shaded Area: Public Schools)



Source: Zaki (1970), pp. 33, 45, 49, 53, 88

and, on the other, the general secondary, intermediate and college level has not been reflected adequately in descriptive studies of the educational system in Bangladesh or in official statistics. Official statistics often ignore the distribution of enrollment over schools by management. While some exceptions are found where enrollments are recorded by management of schools (see Zaki, 1970), no official statistics have been found on the distribution of capital and recurring expenditures by the management type of schools. Some studies, like the IER, 1969 study, and the study of Haque, 1971, introduce the distinction between private and public schools in their analysis of the education system for a selected sample of schools, but do not present a complete picture of the finance and spending of private schools. And yet, private schools are essential in all levels of education, except the primary; on the university and technical level by their role of "filter"; on all other levels, directly by their relatively large share in the market of educational services. The largely private finance of secondary schools also affects the primary level. Families who recognize they cannot afford the fees for the high schools for their children, may well decide to leave their children out of schools altogether. The finance structure of the secondary level of education creates in general a selection process on the basis of the wealth and the income of parents of children, rather than on their academic abilities.

The Government has recognized the impact of the finance structure on social equity.[2] Few studies are available, however, to point out the impact of government interference with the private educational system. As a result, one is not surprised to find that the existing government interference with the private market seems rather random. At present, the government's control exists mainly in the form of grants disbursed by the government

to private schools and the imposition of the fee levels. The policies of the distribution of government schools over such categories as urban/semi-urban/ rural and male/mixed/female schools and by level of education seem equally unclear. A central issue to which this report attempts to contribute is whether private financing of schools is the proper means for institutionalized secondary education in Bangladesh. Points which need to be considered in the decision on the relative advantages of public or private financing of education include the following:

(a) The size of Government grants to private schools and their alternative allocations;

(b) The "quality" of private schools compared to public schools

(c) The sizes and economic levels of operation of schools if they are left to private management;

(d) The equality of opportunity through access to education provided by private schools.

In the concluding section to this report we will return to these points in the light of our analysis.

This study has been aimed at providing an insight into how private schools manage to survive, what they spend to provide their pupils a schooling and from where their sources of support come. Therefore, a detailed analysis has been made of a large section of the private schools in the three areas of the finance, the costs and enrollments.

The size of Government grants to private schools are explored in Section IV. In Section II some information is given on the fee requirements of pupils of public schools. The distinction between private and public classification of schools is unclear with respect to finance. Approximately 30-40% of public school funds were raised through user charges in comparison

with 60% of private school revenues in 1967-68. In Section IV per pupil expenditures are surveyed in order to examine the quality-cost relationship.

Enrollment practices and size distribution of schools are analyzed in Section V. The information on costs, and size of schools are considered together in the concluding section.

The fact that the private finance of secondary schools enforces a selection system based on financial capacities rather than academic standards probably leads to inequalities in access to schools. This study focusses on the difference in access between males and females and between urban, semi-urban and rural areas. This is discussed in Section V.

The report of this study is written primarily for the policy planning agencies in Bangladesh such as, the Directorate of Public Instruction, the Education Department, the Planning Commission, the universites and programs with foreign assistance.

The data for the study were obtained from a mailing survey carried out by the National Commission on Manpower and Education (NCME) in what was then East Pakistan in 1968-69. The nature of these data is further explored in the following section. Questionnaires were collected by the Directorate of Public Instruction (DPI) in Dacca. The survey was completed by June 1970. But the data collected were never explored or compiled. Shipment of questionnaires from Dacca to Islamabad, poor handling of the questionnaires and the political disturbances in Pakistan delayed the processing of the data.

I-2 The NCME Survey

One of the many activities undertaken by the National Commission on Manpower and Education (NCME) of the Government of Pakistan during its short existence (1968-1969) was "a study on the private sector investment

in education in Pakistan." As a first step, a survey questionnaire was sent out to each private school whose existence was known. The questionnaire of the NCME survey can be found in Appendix I. This report is based on the returns to these questionnaires.

I-2.1 The Scope of the Survey

Not all schools approached by mail questionnaire in the survey responded. Table I-1 indicates the percentage of the total number of private schools which provided information for years 1963-68 for the cases where data for the private sector is available while Table I-2 compares the actual number of responding institutions to the total number of private and public schools.

Table I-1

Percentage of Private Schools Responding to the Questionnaire

	1963-64	1964-65	1966-67
Junior High/Middle	31	35	43
High School	100	96	96

Source: Zaki, 1970, pp. 37,41; and NCME Survey

Table I-2

Number of Schools Surveyed and Total Number of Schools

Both Private and Public

(Between Parentheses)

	1963-64	1964-65	1965-66	1966-67	1967-68
Junior High/Middle	478(1538)	548(1583)	688(1677)	806(1601)	905(1775)
High School	1987(2041)	2101(2248)	2262(2431)	2419(2709)	2513(3108)
Intermediate	7(38)	20(57)	24(65)	39(71)	53(108)
Degree College	51(73)	52(84)	55(90)	57(101)	57(107)

It appears that the survey covers virtually all existing high schools and large portions of degree colleges, while relatively few junior high and middle schools and intermediate colleges answered the questionnaire. Note that the NCME was a one time survey requesting data on the operation of schools over a five year period. Hence the respondents mentioned under 1963-64 are also included under 1964-65, 1965-66 and so on. (The reverse is not true. A school may not have started before, say, 1965-66 or records may not be available over all years in the past.) Therefore, in Table I-2, an increase is noticed in the absolute number of respondents over the years.

The percentage of schools--used as a yardstick in Table I-1--may not adequately reflect the share of the market of educational services. Schools having large enrollment may not have responded. To go into further detail in this issue a comparison will be made here between our sample and the estimates in the Haque (1970), Zaki (1970) and the Chowdhury (1970) studies. Tables I-3 through I-7 give a comparison at the primary through degree college stage. It should be remembered that in some cases the 1967-68 figures from the studies are estimates.

At the primary level 43.6% of the age group 6 to 10 were enrolled in 1963-64 and 53% in 1967-68. Comparing this estimate of enrollment with that in our sample indicates that our sample represents 1.3% of those enrolled in 1963-64 and, in 1967-68. This is not surprising since at the primary level in 1963-64 only 8.5% (328,000) of those enrolled were in private schools. Thus, in 1963-64, our sample represents 15.3% of those enrolled in private schools.

The picture is very different at the secondary level. In 1963-64 only 10.2% of the population were enrolled at the middle/junior

high level (Table I-4) and our sample represents 71% of those enrolled. From limited information one can estimate that 99% of those enrolled in middle schools between 1963 and 1968 were in private schools. Hence our sample represents slightly more than 71% of those enrolled in private schools in 1963-64 and about 77% in 1967-68. In 1967-68 the percentage of the appropriate school age population enrolled had risen to 13.5%. These figures concur with casual observation since most of the secondary schools are privately funded and therefore offer limited access. Thus the figures for high school enrollment (Table I-5) are quite similar to those for middle schools. Even less of the high school age population are enrolled; 7% in 1963-64 and 9.2% in 1967-68. Estimating from Zaki (1970) 95% of the high school enrollment is in private schools and so our sample which represents 71% of total enrollment in 1963-64 and 88% in 1967-68 is equivalent to 75% of the private school enrollment in 1963-64 and 93% in 1967-68.

When one looks at the enrollments at the post secondary level in Arts and Science Colleges the peculiar bottleneck of the East Pakistan education system, and presumably the Bangladesh education system begins to emerge, since at this level 12% of the enrollment is in Government institutions. However this still leaves 88% of those enrolled in private institutions and if one assumes that this percentage holds at both the intermediate and degree stage then our sample is somewhat lacking at this level (Tables I-6 and I-7). At the intermediate level our sample represents 36.5% of total enrollment in 1963-64 and 47% in 1967-68. At the degree level the comparable figures are 25% and 40%. If one assumes that 88% of the total enrollment is in private institutions then our sample represents the following percentage of the total private enrollment:

Table I-8

Sample Enrollment as a Percentage of Total Private Enrollment

	1963-64	1967-68
Intermediate	41.5%	53.5%
Degree	29%	46%

Of course at this level we cannot make any comparison between the appropriate school age population and enrollment since we would have to consider all of the adult population as being eligible, which would rather dwarf our enrollment figures!

The NCME survey data is therefore most comprehensive in terms of enrollment at the secondary school level.

I-2.2 The Accuracy of the NCME Survey Data

The lists of the educational institutions for the NCME Survey was made up by the Directorate of Public Information with the help of Thana Education Officers. The Thana Education officers have been very helpful in collecting and correcting questionnaire returns. Financial and enrollment data from the questionnaires were checked against the data available at the Thana and Central Government Headquarters.

Therefore, we believe that the data collected represent a quite accurate description of private schools. Needless to say, there are still a number of inconsistencies remaining, an unavoidable consequence of a mass scale survey, as the NCME was.

One example of possible inconsistencies in the data occurs in the enrollment data. As Roy and Schmeding[3] discovered, enrollments in schools in Bangladesh fluctuate, over the year, in different ways according to sex, geographical location and type of institution. Thus if the Principal has followed the instructions correctly on page 7 of

the questionnaire, and recorded enrollment on the 120th day of the school year (June 30th), this will be the maximum enrollment for some schools and not for others.

I-2.3 Classification and Incidence of Institutions Surveyed

Throughout this report the institutions in the sample have been divided according to the following classifications: type of administrative agency, type of institution, geographical location and sex composition. Figures I-2 to I-4 are diagrammatic representations of the schools in the sample in 1967-68 when divided up according to the above classifications in various orders. It will be noted that the classification, type of administrative agency, has been omitted from this exercise since, as can be seen from Table I-9, almost 97% of the institutions can be classified as private aided.

Before surveying Figures I-2 to 4 it should be noted that in some instances the subtotal may not be equal to the sum of the individual subcategories, e.g. the sum of the male, female and mixed rural secondary schools is (217 + 89 + 1816) equal to 2176 but the total of rural secondary schools is listed as 2177. This is because of a lack of information on one institution which prevented its categorization according to sex composition.

From Figure I-2 we can ascertain that of the 4031 institutions in the sample 2513 or 63% are secondary schools, 905 or 22% are junior and middle schools and the remaining few are higher secondary (53) or degree college (58). Following down the tree we can find the exact number of junior/middle, urban, male schools (4) in the sample. The largest category in the sample are secondary, rural mixed schools (1816). Some categories are not represented e.g. higher secondary, urban, female schools. The

sample is broken down in different orders in Figures I-3 and I-4. In I-3 the geographical location is the primary classification and in I-4 it is sex composition. From these the predominance of rural (87%) and mixed (coeducational) (70%) schools is obvious.

Footnotes Section I

1. "Government schools" fall, as a rule, under the Central Government; occasionally also local bodies, like district or municipal councils run schools.
2. By a decree of 12/2/72 the Government imposed a control on fees for schools.
3. Roy, Lalit M. S. and Schmeding, Robert W. "Enrollment," Chapter 3 of Haque (1970).

FIGURE I-2

Classification of institutions in the Sample according to the type of institution, geographical location and sex composition

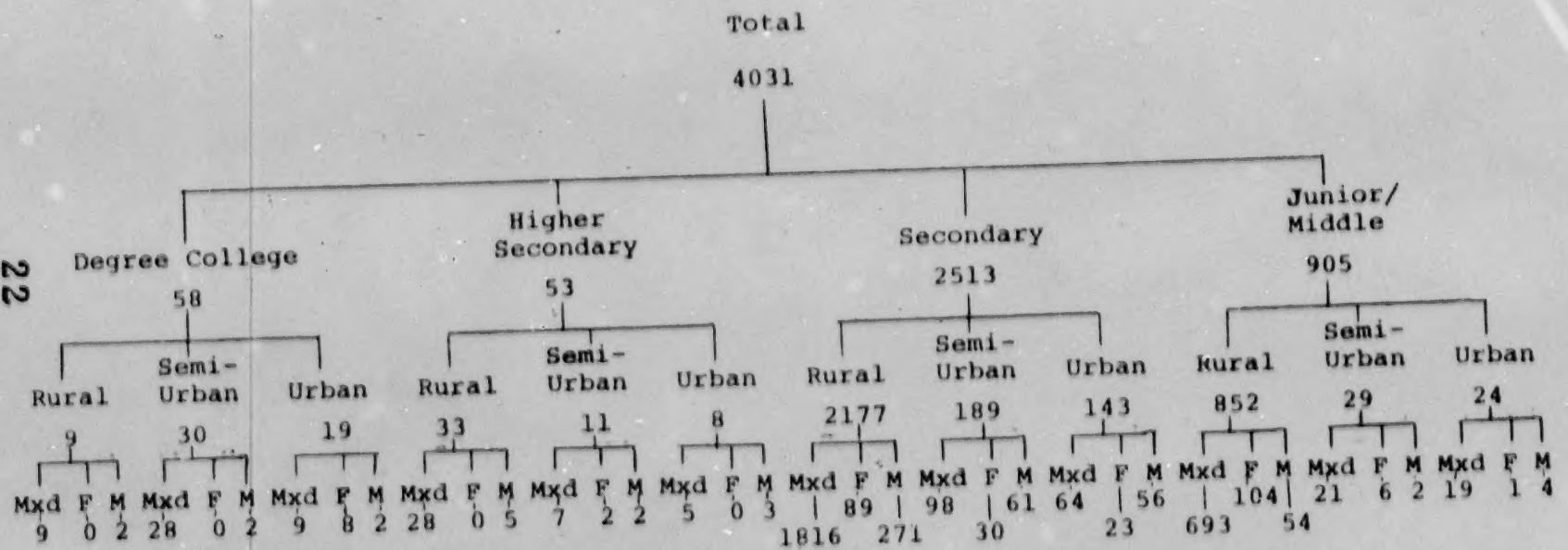


FIGURE I-3

Classification of institutions in the Sample according to the geographical location, type of institution and sex composition in 1967-68

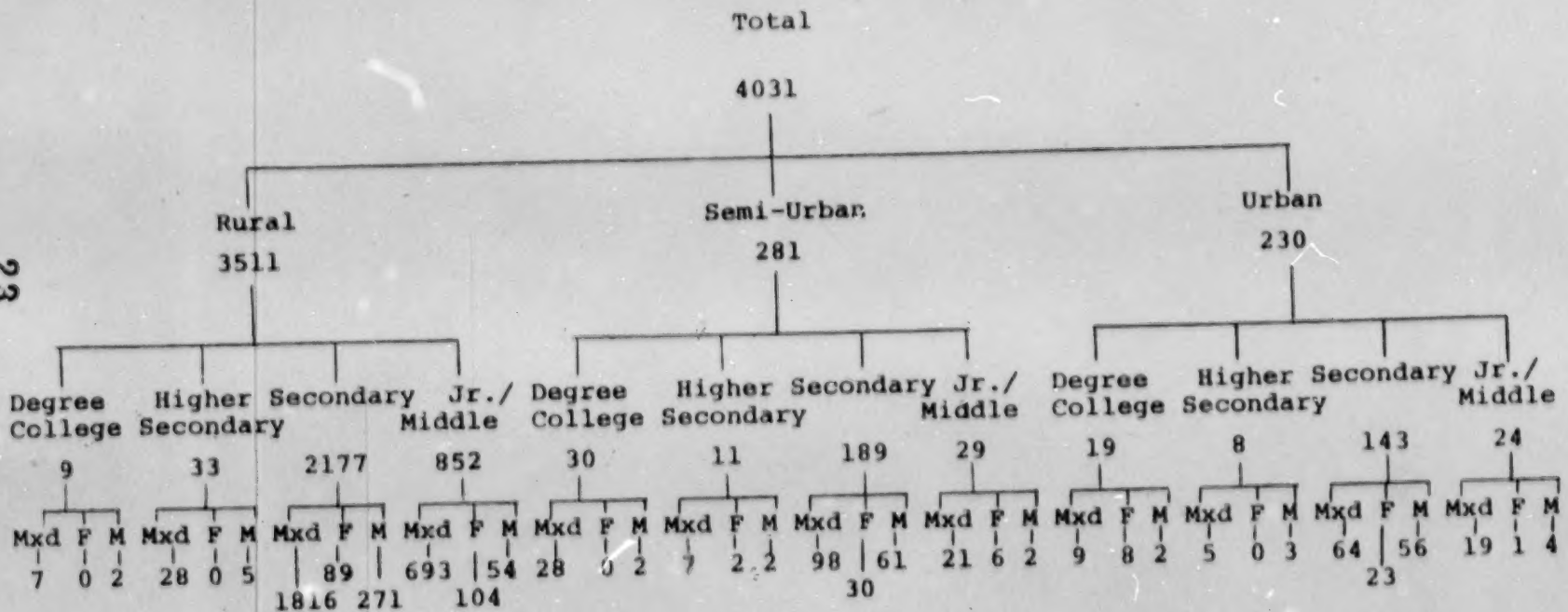


FIGURE I-4

Classification of institutions in the Sample according to the sex composition, type of institution and geographical location in 1967-68

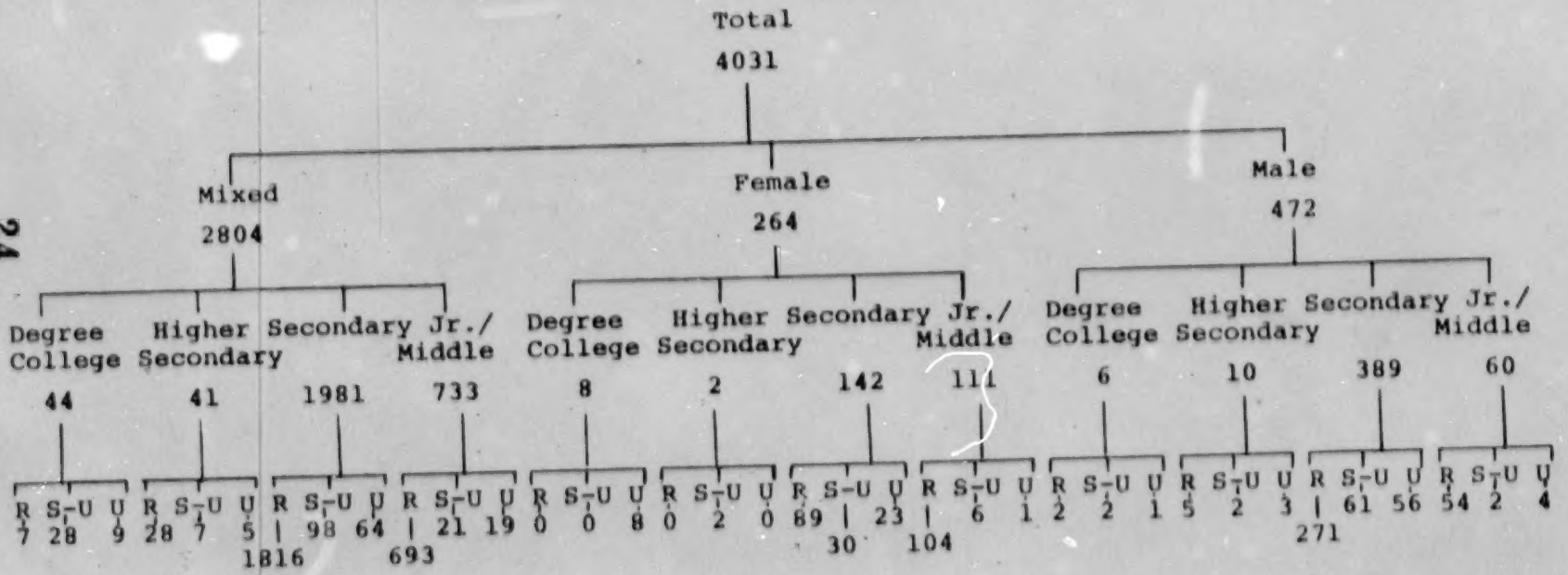


Table I-3

Primary Stage Age Population (6-10), Total Enrollment and Our Sample Enrollment (Grades 1-5)

Year	Population	Enrollment	% Population Enrolled	Sample Enrolled	% of Total Enrollment
1963-64	8,945,217[1]	3,950,000[2] 3,852,322[3]	43.6[4]	50,130	1.285[4]
1967-68	9,500,077[7]	5,037,138[1] 4,920,000[2] 5,037,138[3]	53[1]	64,855	1.30[4]

1. From Haque (1970), Appendix Tables I & 6.
2. From Zaki (1970), p. 43.
3. From Chowdhury (1970).
4. Using the average enrollment from the figures available.

Table I-4

Middle Stage Age Population (11-13), Total Enrollment and Our Sample Enrollment (Grades 6-8) for 1963-64 and 1967-68

Year	Population[1]	Enrollment[2]	% Population Enrolled	Sample Enrolled	% of Total Enrollment
1963-64	4,621,053	471,000	10.2	334,257	71.0
1967-68	5,219,971	705,000	13.5	537,013	76.0

1. From Haque (1970), Appendix Tables 6 & 7 by subtraction of 6-10 population from 6-13 population.
2. From Zaki (1970). p. 47.

Table I-5

High School Stage Age Population (14-15), Total Enrollment and Our Sample Enrollment (Grades 9-10) for 1963-64 and 1967-68

Year	Population[1]	Enrollment[2]	% Population Enrolled	Sample Enrollment	% of Total Enrollment
1963-64	2,640,085	184,000	7.0	131,069	71.2
1967-68	3,161,265	290,000	9.2	255,603	88.1

1. From Haque (1970) Appendix Tables 6, 7 & 8 by computation.
2. From Zaki (1970). p. 51.

Table I-6

Intermediate Stage, Total Enrollment and Our Sample Enrollment (Grades 11-12) for 1963-64 and 1967-68

Year	Enrollment	Sample Enrollment	% of Total Enrollment
1963-64	75,400	27,553	36.5
1967-68	125,000	58,702	47.0

Table I-7

Degree Stage Total Enrollment and Our Sample Enrollment (Grades 13-14) for 1963-64 and 1967-68

Year	Enrollment	Sample Enrollment	% of Total Enrollment
1963-64	23,200	5,846	25.2
1967-68	46,000	18,604	40.4

TABLE I-9

Distribution of Schools by Administrative Agency and Type of Institution in 1967-68

	Private Aided	Private Unaided	Others	Total
Junior/Middle (no.)	843	46	16	905
%	93.1	5.1	1.3	
Secondary	2485	19	9	2513
	98.9	.8	.3	
Higher Secondary	47	5	1	53
	88.7	9.4	1.9	
Degree College	56	0	2	58
	96.6	-	3.4	
Others	471	16	12	499
Total	3902	86	40	4028
	96.9	2.1	.8	

II. Education and the Economy

II-1 Population

Exact figures concerning the population in Bangladesh are not available. The last census dates from 1961. The accuracy of that census also is rather doubtful. The estimate of the population of Bangladesh in the 1961 census is 51 million people. According to the 1961 census the literacy rate for males is around 25% and for females around 9%. After adjusting the census population totals for villages not visited and other deficiencies, the total population in 1961 was estimated to be about 53.4 million (Khan, 1972, p. 7). By the time of independence, it is estimated that the population of Bangladesh amounted to 72.6 million (Khan, 1972, p. 8). Government officials, however, frequently mention the figure of 85 million people in Bangladesh. The growth rate of the population during the sixties must have been between 2.7 - 3.0 per cent per year (Mosley, 1973, p. 9). On the basis of the extrapolations of the trend in population growth, the expectations for the total population in the year 2000 are 146 million people (Mosley, 1973, p. 15).

The population under the age of 15 years is the most relevant factor in considering the need for education in a country. The younger age groups increased faster than other age groups during the period 1960-1970 due to the high population growth rate. In 1970, nearly 50% of the population was estimated to be under the age of 15 years. This high proportion of children (who do not contribute to economic productivity from a macro economic point of view) not only imposes a heavy burden on the nation but also results in a built in force for further population growth. The group that will be reproducing in the next

generation has already been born. Since this group is larger than those currently in the reproductive ages, population will continue to grow in the near future even if all families limited birth to replacement levels immediately. Children from ages five to fourteen are expected to increase from approximately 20 million in 1971 to almost 35 million in the year 2000, and educational facilities will require enormous expansion to keep up. It will be even more difficult to make improvements in the quality of education (Mosley, 1973, p. 16).

Another factor of interest for the educational system is the population density. The greater the population density, the easier it is to provide physical access to education. In that respect, Bangladesh has no problems. Population density amounted to one thousand per square mile in 1961 and about fourteen hundred in 1970-71. From land utilization statistics supplied by the Bureau of Agricultural Statistics of the government of East Pakistan, for 1968-69, we find that the area not available for cultivation amounts to 6,495,690 acres. The population in that year was estimated to be 64,957,000 people. This means that the living area per inhabitant is approximately 4,400 feet. This not only includes housing areas and the area needed for the physical and social infrastructures like roads, railroads, schools, public buildings, etc., but also the area needed for the building of factories, shops and so on. Notice that this is less than one-tenth of an acre per person. The equivalent of this figures in other countries is generally ten times as large. Considering that the area per inhabitant hardly can decline, we find that, by the year 2000, 12,100 out of a total of 55,000 square miles are not available for cultivation. This implies that within a period of 30 years more than 10% of the present land available for

cultivation will be used for housing and other infrastructure needs. As culturable waste and fallow land and forest areas are negligible, the figure of ten percent represents a net decline. The present food crisis has to be solved by drastic increases of production per acre in view of this decline of available land with 10% and the fact that the population will be doubled within the next thirty years if the present population growth rate persists.

A shift is noticed in the distribution of the population towards the urban areas. In 1961, 5.2 per cent of the population lived in the urban areas but in 1971 this was 6.5 per cent. But, even by sub-continental standards, Bangladesh remains overwhelmingly rural. This fact is also reflected in the distribution of the labor force over agricultural and non-agricultural labor.

II-2 The Economy

The structure of the economy is best represented by the distribution of the gross domestic product over sectors. Table II-2 gives this distribution for the years 1963-64 and 1967-68 with two year intervals. Eighty per cent of the agricultural production consists of rice production. The percentages of the GDP derived from agricultural production has been gradually declining from 65% in 1949-50 to 55% in 1969 (Khan, 1973, p. 17). At the same time, the sectoral share of the GDP for large scale industries increased from .6% to 6%, for construction transport and power from 5.6 to 12.8%, while the sectoral shares for small scale industries and services remained practically unchanged, around 3% and around 23% respectively. In terms of its output value and employment the jute and cotton textile industry account for more than 60% of the totals for manufacturing and mining. Jute forms approximately 90% of all export earnings.

The income per capita accrued during that period at an annual rate of only .27% (Khan, 1973, p. 15).

II-3 Education

Table II-3 gives some of the education statistics of the first and last year of the period for which data were collected in the NCME Survey, i.e., 1963-64 and 1967-68, and of the last year 1969-70, i.e., the last year for which data are available.

II-3.1 Enrollments

In order to get an appreciation for the large dropout and repetition in primary and secondary schools and intermediate colleges, we can compare enrollments to the number of candidates which pass the Secondary School Certificate (SSC) Examination (after 10 years of education) and the Higher Secondary Certificate (HSC) Examinations (after the completion of grade XII). The total enrollment in Grades I through X in 1967-68 was 6.3 million, of which 5 million in grade I through V. In grade X there were less than half as many students compared to grade VI. Of the approximate 134 thousand students enrolled in grade X, in 1967-68 only 82 thousand passed the SSC examination in 1968. In the same year, 1967-68, the enrollment in grade XI amounted to 68 thousand students. Of the 59 thousand students enrolled in that year in grade XII, 35 thousand passed the HSC examination. From these observations it appears that:

- The dropout rate before grade VI is very high;
- Approximately fifty per cent of the children who get to grade VI never reach grade X;
- The percentage of students enrolled in grade X passing the SSC exam is about 60%;

- A large proportion of the SSC graduates continue in grade XI;
- Dropout and repetition in grade XI and XII is low;
- The graduation rate in the HSC examinations is approximately the same as that of the SSC examinations (60%).

The education sector is mostly considered vis a vis the government budget, as a source of expenditure. But it also raises revenues for the government treasury. The proportion of user charges in the knowledge industry[1] as a percentage of the government revenue is small, however, namely .5% in 1966-67 and .8% in 1968-69, while the percentage of total expenditures in the knowledge industry, relative to the consolidated fund amounted to 10.7 in both years (Benson, 1970, pp. 23-25). Fees as proportion of the total recurring expenditures are sizeable in secondary schools and arts colleges, namely 27.9% and 41.1% respectively in 1968-69. This means that user chargers are levied in Government schools to pay for 30 to 40% of the expenditures. The corresponding percentages in Non-government schools is approximately 60% (Table IV-7). Hence it appears that the financial bottleneck of secondary school also extends to Government schools. On all other levels of education, fees are negligible as a source of support for the schools operation. The rate of increase of the secondary school and arts college fees has been considerably in excess of the inflation rate during the period 1961-69 (Benson, 1970, p. 25), although it appears that government aid to non-government schools has increased. Here again the issue arises why the government has chosen the secondary education system to be a financial bottleneck. Not only should one

consider then the trade offs between the present system and relatively fewer full government financed secondary schools; also it should be noted that the extra strain put on the government budget by fully financing the government secondary schools and some of the non-government aided schools is small in view of the total budget for education, as the present government support to these schools is already sizeable.

On the expenditure side, the percentage of the government's recurring budget allocated to education was scant 16% in the budget year 1966-67 (Planning Department, 1968, pp. 56-57). Since 1966-67 the percentage only increased slightly, remaining continually under 20% of the total. The percentage of the development budget spent to education has steadily remained around 6 1/2% during the past decade (Planning Department, 1968, p. 5 and Planning Commission, 1973, p. 13). The total of recurring and capital expenditures from public sources have amounted to approximately 2.1% of the Gross Domestic Product of Bangladesh. What this means in terms of expenditures per head of population 19 and under for the year 1968-69 is summarized by the Table II-3.

Table II-3

Public Expenditure Divided by the Population Age 19 and Under

Total	Rs. 3.4
General Education	Rs. 2.4
Training	Rs. 1.0

Source: Benson, 1970, pp. 28, 29, 30, 58, 60.

Footnotes Section II

1. The knowledge industry includes education, training, research and information services. Training includes technical, medical, vocational and agricultural schools; the composition of the development budget of 1968-69 for education (general), 40% for training and 10% for research and information. (Benson, 1970, p. 60). For recurring costs, these percentages were 70, 25 and 5 respectively in 1969-70 (Benson, 1970, p. 28).

Table II-1

Bangladesh Gross Domestic Product 1963-64 and 1967-68

at Constant Factor Cost of 1959-60 (Rupees in Crores)

	1963-64	1967-68
1. Agriculture	1,059.8	1,143.0
(a) Major crops	691.0	745.0
(b) Minor crops	145.5	155.0
(c) Livestock	96.8	103.0
(d) Fishing	117.6	130.0
(e) Forestry	8.9	10.0
2. Mining and Quarrying	0.4	-
3. Manufacturing	116.5	176.0
(a) Large scale	60.3	112.0
(b) Small Scale	56.2	64.0
4. Construction	79.7	97.0
5. Electricity, Gas, Water and Sanitary Services	9.0	-
6. Transportation, Storage and Communication	112.8	137.0
7. Wholesale and Retail Trade	192.1	235.0
8. Banking and Insurance	-	-
9. Ownership of Dwellings	102.3	112.0
10. Public Administration and Defense	34.0	33.0
11. Services	78.8	90.0
12. Gross Domestic Product	1,785.5	2,038.0
13. Net Factor Income from Rest of the World	-	-
14. Gross National Product	-	-
15. Population (in lakh)	596.7	665.0
16. Per capita Income (Rs.)	299	306

Notes to Table II-1

1. Figures for 1967-68 are estimates.
2. Provincial figures do not include the unallocated items, i.e., Central Government Banking & Insurance, Pakistan International Airlines Corporation.

Sources:

1. The Central Statistical Office, Karachi, for figures 1959-60 and 1966-67.
2. 1967-68 for East Pakistan figures are estimates of the Planning Department, Government of East Pakistan.

Table II-2

Enrollments, Teachers, Total Recurring Expenditures, and Government Recurring Expenditures, and Development Expenditures 1963-64, 1967-68 and 1969-70 in Bangladesh

	Year	Enrollment Total	No. of Teachers Total	Recurring Expenditure Total (in millions of Rs.)	Recurring Expenditure Government (In millions of Rs.)	Development Expenditure (in millions of Rs.)
Primary Schools	63-64	3,852,322	92,494	55	53	25
	67-68	5,037,138	106,805	102	89	29
	69-70*	6,000,000	114,000	107	92	35
Middle and Junior High Schools	63-64	139,976	7,447	10	2.4	?
	67-68	188,456	9,033	13	2.9	?
	69-70*	210,000	10,000	16	?	?
High Schools	63-64	604,961	25,516	57	16	17
	67-68	1,022,465	35,662	99	32	48
	69-70*	1,200,000	44,000	120	36	32
Higher Secondary Education (Intermediate Colleges)	63-64	10,000	399	13.9	1.4	12.6
	67-68	31,345	1,134	5.8	1.8	Development Expenditure has been shown with Secondary Schools.
	69-70*	45,000	1,500	7.5	2.1	
General Degree Colleges	63-64	86,467	2,083	15	6.0	7.5
	67-68	149,607	3,449	31	10.4	4.2
	69-70*	210,000	4,200	40	12.5	6.5
Universities	63-64	6,485	177	13	8.2	19
	67-68	11,115	886	20	15	20
	69-70	12,700	890	23	17	27

Source: DPI, 1970, pp. 5, 6, 7, 8, 9, 10

*estimates

III. Establishment of Non Government Schools

The exact reasons for the government leaving most general secondary education to the private initiative are difficult to establish. Five-year and annual plans are not clear on this point. Also in the previous union of Bangladesh with Pakistan, the government policies in East and West Pakistan were quite different in this respect: more than 85% of all general secondary schools are government schools in West Pakistan. This difference between the government education policies in East and West Pakistan reflects a part of the complex reasons for East Pakistan splitting away from West Pakistan.

Under British rule, Zamindars, Maharajas and other wealthy philanthropists used to consider it to be prestigious to provide facilities for the establishment of educational institutions in their areas. Many of the older educational institutions (schools and colleges) currently in existence in Bangladesh were established by these people. These institutions were mostly privately managed and run by grants from the estates of the Zamindars or Maharajas in addition to the fees obtained from the students.

As we can see, few schools existed before the beginning of this century (Table III-1). The real growth in educational facilities came in the forties, fifties and, with a boom, in the sixties of this century when the number of schools almost doubled. This mid-century increase can be explained by a number of reasons:

a. The population of the country has increased by more than two-thirds over the last two decades which requires that there be more schools to maintain the same pace of education;

b. Primary education also on a per capita base was greatly expanded in the period 1947-1960, creating an increase in the social demand for secondary education;

c. The government policy has deemphasized public secondary education. The government has seldom acted as an initiative force to establish secondary schools; however, there have been frequent instances of partial financial support in the form of development grant, lump grant and/or supplemental salary for teachers from the government when a private school was initiated. But this percentage is so small that the government support, compared to the recruiting budget of a school, does not make any significant impact on the operation of the school, as will be discussed in a later section.

d. The poor job market for college and university graduates has lended to the establishment of private institutions. It has been noted in the sixties that some graduates of the universities or colleges started a secondary school in cooperation with the local people. Considering the high unemployment rate (25%) among the graduates of general education, it is probable that a certain fraction of these graduates are unable to find a better job elsewhere, and have started schools as a means to find at least some employment. This is an instance where educated underemployment produces educated unemployment.

e. Although Zamindars or Maharajas are non-existent now and Philanthropists are relatively few, the practice of starting a "memorial school by the initiative of an individual or a group of

people on a private basis has, however, been continued. Memorial schools receive either an endowment or a recurring support from a benefactor.

The main differences between the schools established by the Zamindars, Maharajas and philanthropists in the old days and those established in the last two decades is in the economic operation. The first types of schools were not only physically satisfactory but also used to have a financial insurance from the donor or trust. But many of the second type of schools lack both. A further look into the schools reveals that almost all of the private schools in the last two decades have been operating in the pattern of their predecessors, following the same curriculum more or less, without hardly any school emphasizing functional education.

This mushroom growth of schools has created several problems for the education system. Many of these schools are staffed by underqualified teachers and, consequently, the quality of education has deteriorated to a great extent. The number of graduates of the high schools are also increasing at a high rate, contributing to a heavy demand for higher education on the one hand and the already huge stock of the educated unemployed on the other.

One interesting point is that, although the job prospects are extremely limited and the traditional kind of education does not seem to contribute very much to earning a living in the changing society, the demand for secondary education and thus the enrollments in and the number of graduates of the schools, has been increasing

at a high rate. Almost all the demand has been satisfied by private schools, the total number of which has been doubled over the last four years. Also, there has been a considerable increase in the establishment of private junior/middle and higher secondary schools in the 1960's. The absolute numbers of these schools are not large but 70% of the junior/middle schools and 96% of the higher secondary schools in our sample were established between 1960 and 1968.

In looking for trends of the establishment of schools in different categories it is interesting to note that the pattern of establishment in different geographical areas has been very similar. Around 15% of the schools in each area were established in the 1950's and around 50% were established in the 1960's, slightly more in the case of the rural areas and slightly less in semi-urban areas. However, the pattern of establishment of schools by sex composition has been less regular. The mixed schools, which form the majority of our sample, follow a similar pattern to that observed by geographical area, but the establishment of male schools has been relatively small (30% being found in the 1960's) whereas 77% of the female schools were established in the 1960's. This in part can be explained by the preference of some families to educate their daughters in a girl's school. As more girls receive education there are more opportunities to attract sufficient girls to form an all-girl's school.

Table III-1

Establishment of Non-Government Schools According to Various Categories of Classification

Institution Type	YEAR OF RECOGNITION 1850-1879	1880-1889	1890-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1968	Total
Total	16	17	28	59	131	165	180	548	502	1872	3698
Male	7	9	7	13	48	38	46	66	71	128	433
	1.6	2.1	1.6	3.0	11.1	8.8	10.6	15.2	16.4	29.6	100.0
Female	0	1	0	0	2	1	6	17	27	183	237
	0.	.4	0.	0.	.8	.4	2.5	7.2	11.4	77.2	100.0
Mixed	8	6	18	38	75	111	114	421	357	1327	2475
	.3	.2	.7	1.5	3.0	4.5	4.6	17.0	14.4	53.6	100.0
Junior/Middle	0	1	0	0	7	9	19	51	77	572	736
	0.	.1	0.	0.	1.0	1.2	2.6	6.9	10.5	77.7	100.0
Secondary	14	14	25	51	117	139	144	440	361	992	2297
	.6	.6	1.1	2.2	5.1	6.1	6.3	19.2	15.7	43.2	100.0
Higher Secondary	0	0	0	0	1	0	0	0	1	44	46
	0.	0.	0.	0.	2.2	0.	0.	0.	2.2	95.7	100.0
Degree College	0	1	0	0	0	1	2	13	16	21	54
	0.	1.9	0.	0.	0.	1.9	3.7	24.1	29.6	38.9	100.0
											3133

Table III-1 continued

Urban	1	5	3	5	9	8	17	22	31	101	202
	.5	2.5	1.5	2.5	4.5	4.0	8.4	10.9	15.3	50.0	100
Semi-Urban	7	4	2	5	9	18	17	38	38	119	257
	2.7	1.6	.8	1.9	3.5	7.0	6.6	14.8	14.8	46.3	100.0
Rural	8	8	23	49	113	139	148	490	435	1672	3085
	.3	.3	.7	1.6	3.7	4.5	4.8	15.9	14.1	54.2	100.0
											3544

1. Out of a total of 3698 Non-Government schools, only 49 did not receive any support from the government.

2. The total no. of schools in different criteria of classification are not the same because all institutions did not indicate their years of recognition and even those indicated, did not identify their categories in different criteria of classification.

3. The upper figure represents number of institutions; the lower figure indicates percentage.

IV. Income and Expenditure of Non Government Schools

An over-all view of income and expenditure has been shown in Tables IV-1 through IV-4. These total per pupil annual income and expenditure figures should be placed in the light of per capita annual income figures which amounted to around Rs. 300 - during the period considered. For an average family of ten with three children in secondary schools, intermediate or degree colleges, educational expenditures, through taxes or in fees, for these children would claim roughly 10% of their annual income -- a sizeable chunk. But even so the quality of education cannot be high given the per pupil annual expenditure of Rs. 100 (approximately equivalent to $20 in 1967-68 assuming the official exchange rate).

As we can see from Table IV-1 both income and expenditure per-pupil have increased between 1963-64 and 1967-68 for private aided schools, while the per-pupil non-recurring expenditure remained firaly constant. Expenditures in 1967-68 exceed non-recurring income for private unaided schools, Since the financial situation of the unaided schools is not as good as that of aided schools, it seems that certain categories of income for unaided schools might go unnaccounted for, which might lead to this difference. For example: the cost of any major physical development or other non-recurring expenditure for unaided schools is met usually by local contributions, gifts, etc., which do not strictly make an income to the institution at regular times. However, these sources of funds appear in the expenditure statements. It may be mentioned that the institutions do not practically follow any standard or uniform book-keeping or accounting procedure throughout the country.

One discrepancy about the per-pupil figures should be mentioned at this point. It may be noticed that the total of per-pupil recurring

income and non-recurring income is not equal to the total of corresponding expenditure figures. The amount by which income exceeds expenditures probably goes to the reserve fund (Section IV-5).

It can be observed from the tables that all incomes and expenditures per pupil are higher for aided schools than for unaided schools and the difference increased over the period 1963-68.

Table IV-2 shows that males' institutions transact far more resources than females' institutions or mixed ones. Although there have been improvements in 1967-68 over 1963-64 still the per-pupil figures for income and expenditure are lowest for mixed schools. Mixed schools are predominantly rural schools and rural schools are generally not very well off financially. This could be one reason why the mixed schools operate at such a low economic level.

As regards different types of institutions, the income and expenditure for the degree colleges are the highest (Table IV-3). Except for the junior/middle schools, there has been a considerable increase in the per-pupil income and expenditure between 1963-64 and 1967-68 among other types of institutions. The relative increase is the most for the higher secondary institutions.

Table IV-4 shows that the per-pupil income and expenditure are the lowest in the rural schools which also confirms our previous statement about the low per-pupil cost figures for the mixed schools which are in mostly rural areas.

It is interesting that the per-pupil recurring income and expenditure have decreased between 1963-64 and 1967-68 for urban schools. An increase in enrollment with fixed income or expenditure since student fees, which constitute the mainstream of recurring income are hardly reduced, may not

be a very plausible explanation for this. This perhaps needs a further investigation. Other than this, both rural and semi-urban schools show a distinct improvement in the per-pupil income and expenditure over the period 1963-64 and 1967-68.

In the subsequent sections (IV-1) through (IV-4) details are given concerning the breakdown of income and expenditure by source and item respectively. The same typification is used in these sections for drawing up the tables: (1) aided-unaided; (2) schools by sex breakdown; (3) by type of institution; and (4) by geographical location. This breakdown is also used in Section (IV-5) through (IV-7) on assets and reserve funds, facilities per pupil and equipment costs per pupil. Throughout Sections IV-1 to IV-7 mean per-pupil figures and aggregate percentages have been used. However, for those who have an interest in the distribution of per pupil incomes, expenditures and resources, frequency distributions of these variables have been provided in Appendix IV, Tables 1-46.

Table IV-1

Per-Pupil Income and Expenditure for the Years 1963-64 and 1967-68 for Private Aided and Unaided Schools (in Rupees)

	1963-64		1967-68	
	Aided	Unaided	Aided	Unaided
Recurring Income	102	86	130	75
Non-Recurring Income	39	11	49	17
Total Income	141	97	179	92
Recurring Expenditure	97	63	114	69
Non-Recurring Expenditure	34	24	46	31
Total Expenditure	131	87	160	100
No. of Schools Reported	2550	22	3436	70

Table IV-2

Per-Pupil Income and Expenditure for the Years 1963-64 and 1967-68 for Institutions of Different Sex Breakdown (in Rupees)

	1963-64			1967-68		
	Male	Female	Mixed	Male	Female	Mixed
Recurring Income	239	91	71	354	176	88
Non-Recurring Income	94	73	23	160	73	28
Total Income	333	164	94	514	249	116
Recurring Expenditure	220	108	67	300	135	80
Non-Recurring Expenditure	78	45	22	123	55	31
Total Expenditure	298	153	89	423	190	111
No. of Schools Reported	368	171	1980	461	262	2791

Table IV-3

Per-Pupil Income and Expenditure for the Years 1963-64 and 1967-68 for Different Types of Institutions (in Rupees)

	1963-64				1967-68			
	Junior/ Middle	Secondary	Higher Secondary	Degree College	Junior/ Middle	Secondary	Higher Secondary	Degree College
Recurring Income	54	104	23	240	66	136	218	429
Non-Recurring Income	27	36	19	171	18	55	86	178
Total Income	81	140	42	411	84	191	304	607
Recurring Expenditure	64	95	37	242	63	120	265	400
Non-Rec. Expenditure	17	34	29	73	17	50	140	170
Total Expenditure	81	129	66	315	80	170	405	570
No. of Schools Reported	475	1987	7	51	898	2509	46	57

Table IV-4

Per-Pupil Income and Expenditure for the Years 1963-64 and 1967-68 for Institutions of Different Geographical Location (in Rupees)

	1963-64			1967-68		
	Urban	Semi-Urban	Rural	Urban	Semi-Urban	Rural
Recurring Income	200	128	92	138	205	122
Non-Rec. Income	54	48	36	77	53	46
Total Income	254	176	128	215	258	168
Recurring Expenditure	176	113	90	136	180	106
Non-Rec. Expenditure	30	44	34	56	66	42
Total Expenditure	206	157	124	192	246	148
No. of Schools Reported	148	212	2169	192	260	3074

IV-1 Recurring Income

The sources of recurring income of non Government schools can be classified into four major categories: Government aid, local bodies' aid, student fees and other sources such as interests on deposits, property income from endowments, etc. It may be seen from Table IV-5 that Government aid constituted only about 22 per cent of the total recurring income in 1963-64 which has been improved marginally by the year 1967-68 for the private aided schools. Fees, however, contribute the largest share of the recurring income for these institutions, namely 59% in 1963-64 and 58% in 1967-68. Unaided schools run mostly on the income from fees. The per-pupil figures indicate an increase in income for aided schools but a decrease for the unaided schools over the period 1963-64 to 1967-68. Since unaided schools are relatively few compared to the number of aided schools, they probably do not have a major impact in this respect. The money values -- here and in the rest of this report -- are all expressed in real terms and not adjusted for changes in the price index. From a base of 100 in 1963-64 the cost of living index changed to about 125 in 1967-68, following the general increase in the wholesale and retail price indices. As a result it appears from the Table IV-5 that during the five year period 1963-68 the income per-pupil-evaluated on constant prices -- (a) in aided non Government schools remained practically constant, (b) in unaided schools declined substantially. Lastly it appears that for aided schools Government aid per-pupil in real terms remained unchanged while fees followed the increase in the wholesale price level. The Tables IV-6 through IV-8 provide a more detailed view of the income situation in a breakdown by sex, different types of schools and different geographical locations.

The picture is more or less the same for male, and mixed schools, in terms of the percentage breakdown of income, but different for the females (Table IV-6). It appears that female institutions receive more Government aid than other institutions and depend less on fees than others. However the income per-pupil in female schools is less than half that of male schools. Mixed schools -- the majority -- are the worst off in terms of recurring income per-pupil. Mixed schools occur mainly in rural areas. Where the mode of operation of a school is sufficiently large, schools are split into separate male and female schools. This tends to happen more in the urban than in the rural areas.

The percentage contribution of recurring income from different sources has not been changed much. On the other hand the per-pupil income from almost all sources has been increased considerably for all types of schools, but particularly for male schools. Per-pupil income from fees is distinctively high for male schools apparently throughout the period 1963-67 to 1967-68.

When we look at the different types of institutions, (Table IV-7) we notice that over 1963-68, the higher secondary schools became more dependent on "other" sources of income than on Government aid. This may be due to the fact that in the mid-sixties there has been a mushroom growth of higher secondary schools in Bangladesh. Many of these schools were established in rural and semi-urban areas depending mainly on local resources in the form of owning land and property and offering its teachers a salary at a subsistence level. Except for secondary schools, the percentage income from fees has in all schools increased by 1967-68 from that in 1963-64. Secondary schools tend to receive an increased share of Government aid while the share of junior schools and degree colleges declined. However, the per-pupil income from Government sources show

increase for all types of institutions. Income (per-pupil) from student fees increases the most for all types of institutions, particularly high for the higher secondary and degree colleges.

The Table IV-7 also gives an impression of recurring income differentials for the different levels. Secondary schools receive practically twice as much per-pupil as junior schools. Degree colleges get almost five times more recurring income per-pupil than junior schools. Only two higher secondary schools were included in the 1963-64 sample insufficient to show conclusions. From the 1967-68 sample we find that the recurring income per-pupil of higher secondary schools was three times that of junior high schools.

The percentage distributions of recurring income for urban, rural or semi-urban schools are more or less the same for the two years (Table IV-8). The nature of income structure has not been changed much over 1967-68. One interesting fact is that the local bodies' aid hardly exceeded 5 per cent for any school. The reason is that the local body for an institution exists only as a governing body for the school administration and policy making at a certain level. But they do not have sufficient resources to contribute to the recurring income of the institution.

The per-pupil income from fees has increased for semi-urban and rural schools but declined for urban schools between 1963 and 1968 which apparently indicates that the fees have gone down for urban students. However while recurring income per-pupil for urban schools exceeded that of semi-urban schools in 1963-64, that situation reversed in 1967-68. But rural school remain at the bottom, reflecting less government aid per-pupil, less fee income and less other income per-pupil, compared to schools in the suburban or urban areas.

Table IV-5

Recurring Income for 1963-64 and 1967-68 for Private Aided and Unaided Schools

	1963-64				1967-68			
	Aided		Unaided		Aided		Unaided	
	Per-Pupil (Rupees)	%	Per-Pupil (Rupees)	%	Per-Pupil (Rupees)	%	Per-Pupil (Rupees)	%
Government Aid	23	21.5	0	0.0	24	22.9	00	.3
Local Bodies Aid	1	2.4	0	.0	3	1.8	00	.1
Fees	63	59.3	58	66.3	73	57.8	53	71.2
Others	18	16.9	42	33.7	27	17.3	21	28.3
Total	105	100.1	100	100.0	127	98.8	74	99.9
No. of Schools Reported	2307	2571	19	20	3345	3780	69	84

1. This is percentage of <u>total</u> recurring income of all schools reporting.

2. "No. of Schools Reported" differs for the "per-pupil" and "percentage" column; a number of schools reported their income without reporting the enrollment.

Table IV-6

Recurring Income for 1963-64 and 1967-68 for Institutions of Different Sex Breakdown

	1963-64						1967-68					
	Male		Female		Mixed		Male		Female		Mixed	
	Per-Pupil (Rs.)	Per-centage[1]	Per-Pupil (Rs.)	Per-centage[1]	Per-Pupil (Rs.)	Per-centage[1]	Per-Pupil (Rs.)	Per-centage[1]	Per-Pupil (Rs.)	Per-centage[1]	Per-Pupil (Rs.)	Per-centage[1]
Government Aid	58	21.7	34	31.6	16	20.2	80	23.0	37	32.4	19	21.3
Local Bodies Aid	1	1.0	6	7.5	1	2.2	3	1.3	28	5.4	1	1.7
Fees	150	63.6	35	32.6	45	60.9	207	60.5	51	37.6	52	60.0
Others	33	13.7	31	28.4	15	16.8	64	15.2	69	24.6	17	17.0
Total	242		106		77		354		185		89	
No. of Schools[2] Reported	358		148		1820		457		257		2711	

1) and 2) see Table IV-5

Table IV-7

Recurring Income for 1963-64 and 1967-68 for Different Types of Schools

	1963-64								1967-68							
	Junior		Secondary		Higher Secondary		Degree College		Junior		Secondary		Higher Secondary		Degree College	
	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage
Government Aid	12	19.5	25	21.4	10	40.1	69	24.3	14	17.9	33	24.2	14	9.7	77	20.3
Local Bodies Aid	2	5.0	1	1.7	0	0.0	6	2.0	2	3.9	1	1.1	3	3.0	17	2.8
Fees	29	53.0	65	61.0	60	51.7	158	53.2	35	56.0	74	59.3	135	54.3	263	58.6
Others	16	22.4	19	15.7	10	8.2	53	20.5	18	22.3	25	15.3	64	33.0	79	18.3
Total	59		110		80		286		69		133		216		336	
No. of Schools Reported	430	434	1850	1859	2	3	44	45	863	868	2455	2459	46	53	56	57

Nb. The same explanations as given in Table IV-5 for the "percentage" column and the row.

Table IV-8

Recurring Income for 1963-64 and 1967-68 for Institutions of Different Geographical Location

	1963-64						1967-68					
	Urban		Semi-Urban		Rural		Urban		Semi-Urban		Rural	
	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage
Government Aid	31	19.3	32	24.2	22	21.1	32	19.2	40	23.3	27	22.4
Local Bodies Aid	1	1.6	3	2.6	1	2.5	3	2.0	4	1.9	3	1.9
Fees	99	59.9	74	55.0	56	59.6	78	61.8	125	59.2	68	58.0
Others	42	19.2	28	18.0	16	16.8	36	17.0	41	18.5	26	17.6
Total	173		137		95		149		210		114	
No. of Schools Reported	134	159	200	212	1999	2236	190	227	254	275	2992	3396

IV-2 Recurring Expenditure

Recurring expenditures include salaries of teaching and non-teaching personnel, expenditures for maintenance and other regular expenditures. These expenditures are usually met from recurring income, reported in the preceding section. If it seems likely that expenditure is going to exceed income, which is a common occurrence for some private schools at certain periods of time, then frequently teachers will be underpaid for the crisis period until some other way to meet the financial need is discovered. Sometimes money from reserve funds, are borrowed to meet such crises. It may be seen from Table IV-9 that total salaries of personnel constitute about 78 per cent of the total recurring expenditure for the aided schools and there has not been much change over 1963-68. However, a small increase is observed for the unaided schools in 1967-68 over 1963-64 in respect to the salaries of personnel.

The per-pupil salary for teachers appears to have increased from Rs. 55 in 1963-64 to Rs. 69 in 1967-68 for aided schools (Table IV-9). Given the index of inflation this does not indicate an increase in purchasing power. However the corresponding figure for the unaided schools has decreased from an already low level. The figures on per pupil expenditures for teacher salaries are consistent with data available on wages of teachers and teacher student ratios. Teacher student ratios for secondary schools are around 1:50. Median monthly secondary school teacher earnings are:

Male	Female	Urban	Rural	Semi-urban	Total
Rs 295	Rs 407	Rs 418	Rs 284	Rs 292	Rs 300

in 1967, according to Mazharul Haque, 1970, p. 84. If these figures indicate the benefits of teachers, then it may be said that not only has there been a difference in the renumeration of teachers between the aided and unaided schools,

but also the gap has increased to a great extent between 1963-64 and 1967-68 thus pushing the unaided school teachers into a worse situation. Tables IV-10 through IV-12 add details to Table IV-9. For the institutions of different sex breakdown Table IV-10 shows that the male institutions have the highest per-pupil expenditure in all categories for 1967-68 which is consistent with the higher per-pupil income of these schools. Mixed schools have the lowest per-pupil expenditure. It may be observed that the differences in the per-pupil expenditure between male schools and female schools and between male and mixed schools are not restricted to a single category of expenditure. The situation was more or less the same in 1963-64 and 1967-68. If anything the financial superiority of male schools compared to female and mixed schools, increased.

An interesting point is that the junior and middle schools spend a relative large percentage of their recurring expenditure on the principal's salary compared to the other schools studied. (Table IV-11). By 1967-68 the figure came down by almost two percentage points but still it is much higher than that of other institutions. The reason for this is probably that the post of Principal (headmast in a junior school is not merely an administrative position. Because of the relatively small organizational structure of the junior schools compared to other types of educational institutions, the principal also shares the responsibility of teaching for a substantial amount of time -- almost like a regular teacher. But in the questionnaire breakdown the full salary of the principal-cum-teacher must have been reported under "principal," without attributing part to "teacher salarie by these schools. The same fact is reflected in the per-pupil figures as well.

Again, the expenditures per-pupil are higher for institutions of higher levels. Per-pupil teachers' salary (per annum) for instance is highest (Rs. 253) for the degree colleges in 1967-68 (Table IV-11). Also it may be noticed that the increases over 1963-68 for most of the items of per-pupil expenditure tend to be higher for the post-secondary level institutions than for the secondary or junior

schools. This is remarkable when we look particularly at the teachers' salary for 1963-64 and 1967-68.

It may be observed that over the period of five years (1963-68) the share of principal's salary has been reduced and the corresponding share for teachers' salary has increased (except for the higher secondary institutions). This probably reflects the increasing scale of the institutions, which is also a reflection of the expansion of education at almost all levels in the mid or late sixties. The apparent discrepancy for the higher secondary schools may be explained partly by the small-size of the sample of this type of school in 1963-64.

Principals of the rural schools consume a larger percentage of recurring expenditure than urban and semi-urban schools as Table IV-12 shows. This also may be a reflection of the difference in scale between urban and semi-urban institutions on the one hand and rural institutions on the other. It appears that the per-pupil expenditures for all categories have increased for semi-urban and rural schools but not so for urban schools. The per-pupil teachers' salary has almost doubled for semi-urban schools from 1963 to 1968. In general semi-urban schools seem to have become -- comparatively -- much better off.

Table IV-9

Recurring Expenditure of 1963-64 and 1967-68 for Private Aided and Unaided Schools

	1963-64				1967-68			
	Aided		Unaided		Aided		Unaided	
	Per-Pupil (Rs.)	Percentage of Total Recurring Expenditure	Per-Pupil (Rs.)	Percentage of Total Recurring Expenditure	Per-Pupil (Rs.)	Percentage of Total Recurring Expenditure	Per-Pupil (Rs.)	Percentage of Total Recurring Expenditure
Principal's Salary	14	17.9	12	21.7	15	16.3	12	22.6
Teacher's Salary	55	61.1	45	57.1	69	62.6	38	58.3
Other Salaries	8	8.9	3	4.6	10	8.6	7	8.2
Maintenance	4	3.6	7	7.8	7	4.0	2	4.7
Others	14	8.5	5	8.9	15	8.6	10	6.1
Total	95		72		116		69	
No. of Schools Reported	2365	2623	19	20	3406	3838	69	82

Table IV-10

Recurring Expenditure for 1963-64 and 1967-68 for Institutions of Different Sex Breakdown

	1963-64						1967-68					
	Male		Female		Mixed		Male		Female		Mixed	
	Per Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage
Principal's Salary	27	13.5	13	16.7	12	18.8	34	12.6	17	16.1	12	17.0
Teacher's Salary	128	63.7	54	60.4	41	60.6	177	64.2	77	61.8	49	62.1
Other Salaries	18	9.2	11	11.1	6	8.6	27	9.3	16	10.1	6	8.5
Maintenance	10	3.9	5	2.6	2	3.7	13	3.9	3	3.0	3	4.1
Others	13	9.8	34	9.2	8	8.3	55	9.9	21	9.0	8	8.4
Total	196		117		69		306		134		78	
No. of Schools Reported	366	375	153	155	1865	1873	459	469	260	262	2766	2774

Table IV-11

Recurring Expenditure for 1963-64 and 1967-68 for Different Types of Institutions

	1963-64								1967-68							
	Junior		Secondary		Higher Secondary		Degree College		Junior		Secondary		Higher Secondary		Degree College	
	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage
Principal's Salary	14	26.9	14	15.9	13	14.8	13	7.9	15	24.7	15	13.6	24	12.3	16	5.8
Teacher's Salary	35	57.1	58	62.1	50	60.6	147	53.9	37	58.7	72	63.8	124	53.1	253	61.3
Other Salaries	4	7.2	8	9.1	17	16.0	42	16.6	4	7.2	10	8.9	37	17.6	50	14.3
Maintenance	2	3.2	4	3.7	0	3.7	26	5.1	2	3.7	5	4.0	33	5.7	17	4.0
Others	10	5.5	13	9.1	3	4.9	51	16.4	4	5.6	18	9.5	30	11.3	58	14.6
Total	65		97		83		279		6		120		248		394	
No. of Schools Reported	443	447	1894	1901	3	4	45	46	843	897	2487	2487	45	52	56	57

Table IV-12

Recurring Expenditure for 1963-74 and 1967-68 for Institutions of Different Geographical Location

	1963-64						1967-68					
	Urban		Semi-Urban		Rural		Urban		Semi-Urban		Rural	
	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage
Principal's Salary	13	12.0	13	13.5	14	18.7	12	12.4	15	12.1	15	17.0
Teacher's Salary	85	61.0	69	62.9	52	61.0	84	63.7	115	63.6	63	62.3
Other Salaries	18	10.1	13	10.7	7	8.6	14	9.9	23	11.2	8	8.3
Maintenance	9	3.8	6	3.3	3	3.7	5	3.5	6	3.2	7	4.1
Others	39	13.1	18	9.6	11	8.1	27	10.6	27	9.9	13	8.2
Total	164		119		87		142		186		106	
No. of Schools Reported	135	159	202	213	2054	2287	188	223	257	278	3050	3451

IV-3 Non-Recurring Income

The sources for non-recurring income can also be classified into the same four major categories used for recurring income: government aid, local bodies aid, fees and others. The main use of non-recurring fund is to create new facilities (expansion of existing space and construction of new buildings) and the purchase of equipment. Tables IV-13 through IV-16 give a view of non-recurring income of non-Government schools.

Table IV-13 shows that government contribution towards non-recurring income is around 45 per cent for aided schools. 'Other' sources also contribute an almost equal percentage of non-recurring income. It may be mentioned that when the government grants some money for creation of new facilities for a school it imposes a condition that an equal or almost equal amount of money should also be procured from local resources and spent along with the government fund.[1] This is in contrast to the unaided schools where the schools depend fully on local resources. It appears that some unaided schools received government aid for non-recurring budget but still claims to remain unaided. Also the unaided schools used a larger proportion of their fees for the non-recurring budget in 1967-68 which has been indicated by a higher percentage of non-recurring income from fees in 1967-68 over that in 1963-64. The aided schools do not seem to have changed at all in this respect. Rather the aided schools have an over all higher per-pupil non-recurring income than unaided schools and if this is a measure of the physical condition of the schools then aided shcools are physically markedly better off than unaided schools.

Tables IV-14 through IV-16 give a more detailed account of non-recurring income.

Male schools are better off than female or mixed schools as Table IV-14 shows. Not only was the income per-pupil from Government aid, fees and 'other' sources for male schools higher in 1967-68 than for female and mixed schools, but also the increase in these categories of income over the preceding five years was much higher for male schools than for others. Apparently government spending is biased in favor of male schools. Mixed schools, which are the majority and mostly rural are the worse off.

Table IV-15 indicates the percentage breakdown of non-recurring income for different types of schools. For the higher secondary schools the government spending per-pupil was Rs. 120 in 1963-64 which has been reduced to Rs. 19 in 1967-68 while on the other hand, income from 'other' sources went up to Rs. 424 per-pupil. This indicates a clear shift of emphasis from the government to the local people regarding the establishment of higher secondary schools during the period of 1963-64 to 1967-68. The number of such schools reported was only one in 1963-64 but twenty-five in 1967-68 which also indicates the effect of the emphasis on the private sector. These schools deploy local resources quite extensively to build facilities and procure equipment which other institutions probably do not do to such an extent.

It appears from Table IV-16 that government aid per-pupil for semi-urban schools has reduced in 1967-68 than that from 1963-64. The percentage figure also shows a 7 per cent decline over the period. This is also true for urban schools as well although the urban schools show an increase in per-pupil income from government aid which might be partly due to enrollment fluctuations. However, rural schools show a clear increase in per-pupil income from government aid over the period and also the percentage income from government increased by 2 per cent over the period. This is a more rational policy to minimize discrepancies in public support for education in different geographical areas as observed in figures for 1963-64 and 1967-68.

necessarily reflect the financial position of schools. Schools may receive non-recurring income in kind: land donated by the community or a landlord, voluntary labor used for the construction of buildings etc. Such income in land is most often not accounted for in the School financial statistics.

Footnote

1. This local resource is different from Local Bodies' Aid as described in the tables. Local Bodies are administrative bodies composed of a group of people to handle the policy matters and they usually do not have any resources of their own. Whereas by local resources we mean contributions, endowments, donations, extra tax etc. which are classified as 'others'.

Table IV-13

Non-Recurring Income for 1963-64 and 1967-68 for Private Aided and Unaided Institutions

	1963-64				1967-68			
	Aided		Unaided		Aided		Unaided	
	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage
Government Aid	30	44.2	5	12.8	39	45.7	4	7.3
Local Bodies Aid	2	5.2	0	1.2	2	4.5	0	4.4
Fees	6	8.3	0	8.3	8	8.3	6	14.6
Others	28	42.3	25	77.7	33	41.5	29	68.2
Total	66		30		82		38	
No. of Schools Reported	1341		8		2060		31	

Table IV-14

Non-Recurring Income for 1963-64 and 1967-68 for Institutions of Different Sex Breakdown

	1963-64						1967-68					
	Male		Female		Mixed		Male		Female		Mixed	
	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage
Government Aid	58	50.2	50	34.3	22	44.0	102	54.3	57	42.1	25	43.9
Local Bodies Aid	6	3.2	6	9.0	1	5.4	1	2.9	7	8.9	1	4.7
Fees	15	7.5	7	6.3	5	8.7	22	7.5	6	6.1	6	8.8
Others	82	39.0	83	50.3	13	41.4	123	35.3	47	42.8	15	42.5
Total	161		146		41		248		117		47	
No. of Schools Reported	211		86		1051		296		160		1640	

Table IV-15

Non-Recurring Income for 1963-64 and 1967-68 for Different Types of Schools

	1963-64								1967-68							
	Junior		Secondary		Higher Secondary		Degree College		Junior		Secondary		Higher Secondary		Degree College	
	Per-Pupil (Rs.)	Per cen-tage	Per-Pupil (Rs.)	Per-cen-tage	Per-Pupil (Rs.)	Per-cen-tage	Per-Pupil (Rs.)	Per-cen-tage	Per-Pupil (Rs.)	Per-cen-tage	Per-Pupil (Rs.)	Per-cen-tage	Per-Pupil (Rs.)	Per-cen-tage	Per-Pupil (Rs.)	Per-cen-tage
Government Aid	19	20.6	30	48.0	120	49.4	94	57.0	9	20.1	44	51.8	19	31.3	81	60.5
Local Bodies Aid	1	7.0	1	4.8	0	0.0	32	10.8	1	6.4	1	4.2	21	10.4	19	6.9
Fees	4	10.8	6	7.9	0	35.1	31	7.7	7	11.9	8	7.6	3	4.4	49	7.6
Others	40	61.6	25	39.3	10	15.4	60	24.4	22	61.6	33	36.3	424	53.9	66	25.0
Total	64		62		130		217		39		86		467		215	
No. of Schools Reported	194		1114	1104	1		40		432		1589		25		47	

Table IV-1c

Non-Recurring Income for 1963-64 and 1967-68 for Institutions of Different Geographical Location

	1963-64						1967-68					
	Urban		Semi-Urban		Rural		Urban		Semi-Urban		Rural	
	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage
Government Aid	34	58.6	59	57.2	27	41.6	37	55.5	29	50.2	39	43.7
Local Bodies Aid	13	2.4	2	3.7	1	5.6	6	3.4	3	6.3	1	4.6
Fees	14	5.6	3	4.8	6	8.9	18	2.6	4	6.9	8	8.9
Others	31	33.9	22	34.3	29	43.9	60	38.4	41	36.5	30	42.7
Total	92		86		63		121		77		78	
No. of Schools Reported	86	96	119	126	1146	1253	128	140	176	184	1797	1985

IV-4 Non-Recurring Expenditure

Non-recurring expenditure has been classified into two categories: (i) expenditure for purchasing equipment and (ii) "others" which is considered to be equivalent to expenditures for creating new facilities. It may be observed that most of the non-recurring expenditure accounts for creating facilities; equipment costs are only a small fraction of the total non-recurring expenditure. This seems to be more or less the same for both aided and unaided schools over 1963-68, although the picture of unaided schools in 1967-68 remains unclear. None of the 46 schools reporting enrollment spent any money on new facilities, but for all 53 institutions reporting non-recurring income the percentage spent on new facilities was 80.5% of the total non-recurring expenditure. (Table IV-17).

Table IV-18 shows expenditures for institutions with different sex breakdown. For the "male" institutions the expenditure on equipment is higher than that in "female" or "mixed" institutions. This probably is a result of the fact that certain disciplines like sciences, agriculture, commerce and industrial arts (where male students are predominant) are considerably more costly in terms of equipment. However, slight improvement is observed over the period 1963-68 for the female institutions. Mixed schools are at the bottom of the pile of total non-recurring expenditures. However, they spent as much on equipment as "female" schools.

It may be noticed that the per-pupil expenditure for "others" have gone to Rs. 143 for male schools in 1967-68 which indicates a comparatively high emphasis on spending for creation of facilities for male institutions compared to institutions of other types.

Of the different types of institutions, the degree colleges spent the largest percentage for equipment in 1967-68 (Table IV-19). The junior

schools spent the smallest. This is quite reasonable from the fact that institutions of higher learning are likely to spend more on equipment. This has also been reflected from the per-pupil cost figures on equipment. The high figure for the higher secondary institutions for the year 1963-64 may be partly due to the small sample size.

The per-pupil cost of creating facilities are higher for institutions of post-secondary level. This has been more or less true for both 1963-64 and 1967-68. Interestingly, by 1967-68 the cost of creating facilities for higher secondary schools have gone much higher than that of the degree colleges. On the other hand, the equipment cost has gone down for the same institution from Rs. 45 in 1963-64 to Rs. 14 in 1967-68. This probably leaves a suspicion that in the mid-sixties the expansion of higher secondary education was oriented more towards a physical existence rather than a well-equipped institution of learning.

Table IV-20 shows the non-recurring expenditure between urban, semi-urban and rural schools. Rural schools spend a relatively small percentage of non-recurring expenditure on equipment compared to urban or semi-urban schools, but are the differences are smaller than expected from the over-all poor economic standard of the rural schools in general. However, there has been slight increase in the percentage of the expenditure for equipment for semi-urban and rural schools over 1963-68. But still creating facilities eat up the larger part of the non-recurring budget for educational institutions in general. Also noteworthy is that the cost of equipment per-pupil has gone up substantially for semi-urban schools while for the other two categories it declined. But the other expenditures increased for urban and rural schools.

Table IV-17

Non-Recurring Expenditure for 1963-64 and 1967-68 for Private Aided and Unaided Schools

	1963-64				1967-68			
	Aided		Unaided		Aided		Unaided	
	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage
Equipment	7	14.4	6	10.1	8	16.1	4	11.4
Others	42	85.6	47	79.8	52	83.9	-	88.5
Total	49		53		60		4	
No. of Schools Reported	1532	1643	10	9	2597	2846	46	53

Table IV-18

Percentage of Non-Recurring Expenditure for 1963-64 and 1967-68 for Institutions of Different Sex Composition

	1963-64						1967-68					
	Male		Female		Mixed		Male		Female		Mixed	
	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage
Equipment	24	19.0	3	10.6	4	13.8	19	20.0	6	13.9	6	15.7
Others	86	81.0	78	89.4	32	86.2	143	80.0	70	86.0	35	84.3
Total	110		81		36		162		76		41	
No. of Schools Reported	226	227	93	93	1220	1182	347	347	191	192	2110	2073

Table IV-19

Non-Recurring Expenditure for 1963-64 and 1967-68 for Different Types of Institutions

	1963-64								1967-68							
	Junior		Secondary		Higher Secondary		Degree College		Junior		Secondary		Higher Secondary		Degree College	
	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage
Equipment	1	9.5	8	15.1	45	32.8	15	16.0	1	11.9	7	16.8	14	17.3	78	27.5
Others	34	90.5	43	85.0	55	67.2	82	84.0	26	88.1	56	83.2	150	82.7	104	72.5
Total	35		51		100		97		27		63		164		182	
No. of Schools Reported	227	213	1273	1246	2	3	38	39	560	542	1994	1963	39	46	53	54

Table IV-20

Non-Recurring Expenditure for 1963-64 and 1967-68 for Institutions of Different Geographical Location

	1963-64						1967-68					
	Urban		Semi-Urban		Rural		Urban		Semi-Urban		Rural	
	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage	Per-Pupil (Rs.)	Per-centage
Equipment	6	18.9	6	17.3	7	13.8	4	18.1	24	21.8	6	15.3
Others	40	81.1	61	82.6	40	86.3	66	81.9	60	78.2	50	84.7
Total	46		67		47		70		84		56	
No. of Schools Reported	89	105	139	144	1315	1409	148	165	206	222	2302	2529

IV-5 Assets and Reserve Funds

The assets of the different institutions differ widely. Some institutions have almost nothing; others have hundreds of thousands of rupees. Table IV-21 shows assets and funds both per-school and per-pupil for institutions of different categories for 1967-68 only. It may be observed that on the average, aided schools have higher assets than unaided schools; male schools have higher assets than female or mixed schools; degree colleges have on the average the highest assets of all types of institutions, namely Rs. 803, 334. The reason degree colleges have an outstanding high asset is because of Government administrative requirements. In order to be eligible for Government aid, education institutions have to have higher assets the higher the level of education offered. The per-pupil figures for assets also reflect a similar picture taking into consideration the enrollment differences.

Interestingly enough, the semi-urban schools have a higher asset on an average than the urban schools. This is not consistent with the observation made from Table IV-4, that non-recurring income of semi-urban schools is in general less than that of urban schools (although recurring income was in 1967-68). It should be mentioned at this point that assets are the estimated values of the possessions of an institution expressed in Rupees. The values of these possessions, particularly that of land and buildings are different in urban, semi-urban and rural areas. It is usually the highest for urban and lowest for rural areas putting semi-urban in-between. However, many of the urban private schools are located in densely populated areas where the schools might exist only in a building for holding classes and without having any open space or fields for games and play. On the other hand, the semi-urban schools are likely to have more space than an urban school which might have pushed the average assets up for these schools.

Institutions have to maintain a minimum amount of money, which is known as a reserve fund. The money is utilized to meet emergency situations. Usually for secondary schools it is around Rs. 3000. It is higher for institutions of higher levels. For instance, the average figure for higher secondary institutions is Rs. 13, 995 while for degree colleges the corresponding figure is Rs. 26, 996.

The assets and funds indicate the stability of the institution and are a rough indication of its operational efficiency. In a similar way to assets there is a certain minimum requirement of maintaining a reserve fund for the Government recognition of a school; and the amount of this fund is determined for a school as a unit, not on the basis of how many students enroll in it. Only recognized schools are eligible for Government aid. Since the enrollments for the schools are different, the per-pupil figures as a result are bound to be different. The finding from Table IV-21 that semi-urban schools have per-school and per-pupil reserve funds is fully in line with the findings of Table IV-4 that the difference of per-pupil recurring income and expenditures is the highest for these schools, apparently a result of the fact that per pupil recurring income of these schools is higher than that of other schools, as Table IV-8 shows.

Table IV-21

Assets and Reserve Funds for Institutions of Different Categories in 1967-68 (in Rupees)

	Assets		Funds	
	Per-school	Per-pupil	Per-school	Per-pupil
I. Administrative Agency				
Aided	83,188	351	2,796	15.2
Unaided	32,104	125	3,185	10.2
II. Sex Breakdown				
Male	153,194	1,090	3,768	34.0
Female	61,201	482	2,449	27.2
Mixed	75,594	271	2,725	10.8
III. Type of Institution				
Junior/Middle	19,193	149	1,047	9.7
Secondary	91,792	376	2,727	13.3
Higher Secondary	108,586	330	13,996	77.6
Degree	803,334	1,131	26,996	65.4
IV. Geographical Location				
Urban	171,571	302	5,668	22.8
Semi-Urban	255,084	793	6,326	25.7
Rural	61,715	310	2,345	14.3

IV-6 Facilities Per-Pupil

It is interesting to note that only aided schools reported any facilities. Their accounts of facilities are given in Table IV-22. The unaided schools do not seem to have any facilities for providing education in science and technical subjects. It could be that the unaided schools do not offer options to the students for science, agriculture, or industrial arts courses because of lack of funds to procure the necessary facilities. The per-pupil figures of the facilities are also very low. One reason is that the distribution of the facilities per institution is very wide -- for some institutions practically no facilities exist at all for certain subjects (data not shown in table) which pulls down the average to a very low level. It may be noticed that although eight institutions have reported to offer industrial arts as a subject to study, they do not have any facilities for practical training.

In the same Table IV-22 the facilities for secondary schools are reported. From the survey it appeared that only secondary schools had any facilities. Comparing the columns "aided" and "secondary schools" it follows that about one hundred aided schools reported to give science courses, without indicating whether they were junior, middle secondary, higher secondary or degree schools. For the other types of facilities considered, i.e. farm-land, agricultural store or workshop etc. the number of schools reported is either identical or practically identical. This indicates that the majority of the schools reporting under column "aided" are also secondary schools. Therefore, the Tables IV-23 and IV-24 give the breakdown of facilities per pupil for secondary schools, by sex and geographical location.

Considering the fact that most of the secondary schools are non-government (see Table I-2) it can be concluded that very, very few students enjoy the use of any facilities if and when they are exposed to the natural sciences, agricultural science, industrial arts etc.

Female schools appear to have a larger laboratory space on an average than male or mixed schools -- if they have any at all -- (Table IV-23). An interesting point to note that three female schools offering home economics do not have any separate facilities but the three mixed schools were able to provide some facilities for the girls having home economics. The numbers in the category "typing and accounting" indicate that several schools lack proper space in this respect. It appears from the table IV-23 that the mixed schools have substantial amounts of farmland available if they offer agricultural science.

Table IV-24 shows that urban and semi-urban schools provide few facilities whereas -- if rural schools provide them -- they do so in ample amounts. Whether urban schools and semi-urban schools should have any farmland at all is questionable in view of the fact that very few urban students will ever settle in rural areas. Eve the average laboratory space per-pupil is the highest for rural schools. One explanation is that the urban and semi-urban schools are more crowded than rural schools and have physical space problems which usually the rural schools usually do not have.

Table IV-22

Per-Pupil Facilities for Private Aided Secondary Schools for 1967-68 (in sq. ft.)

	Aided		Secondary	
	No. of Schools Reported	Facilities in Sq. Ft.	No. of Schools Reported	Facilities in Sq. Ft.
Laboratory Space	1246	13	1138	14
Farm Land	51	539	51	539
Agricultural Store or Workshop	35	3	34	3
Industrial Arts Shop	8	0	7	0
Home Economics Workroom	6	17	6	17
Typing and Accounting Room	4	4	38	3

Nb. 1 No data could be collected on this variable from private, unaided schools. Six unaided schools reported that they had no facilities for laboratory space.

Nb. 2 Not a simple junior or middle school reported any of the facilities mentioned. Three higher secondary and two degree colleges reported that they offered science courses but they did not have any laboratory space for students.

Table IV-23

Per-Pupil Facili es for Secondary Schools of Different Sex Breakdown for 1967-68 (in sq. ft.)

	Male		Female		Mixed	
	No. of Schools Reported	Facilities in Sq. Ft.	No. of Schools Reported	Facilities in Sq. Ft.	No. of Schools Reported	Facilities in Sq. Ft.
Laboratory Space	257	1	33	327	854	7
Farm land	25	320	-	-	26	750
Agricultural Store or Workshop	20	0	-	-	14	7
Industrial Arts Shop	7	0	-	-	-	-
Home Economics Workroom	-	-	3	0	3	33
Typing and Accounting Room	15	7	1	0	23	0

Table IV-24

Facilities Per Pupil for Secondary Schools with Different Geographical Location (in sq. ft)

	Urban		Semi-Urban		Rural	
	No. of Schools Reported	Facilities in Sq. Ft.	No. of Schools Reported	Facilities in Sq. Ft.	No. of Schools Reported	Facilities in Sq. Ft.
Laboratory Space	103	4	116	2	1034	16
Farm land	1	100	10	790	40	487
Agricultural Store or Workshop	2	0	6	0	27	4
Industrial Arts Workshop	5	0	-	-	3	0
Home Economics Workroom	3	0	2	0	1	100
Typing and Accounting Room	7	0	7	0	32	6

IV-7 Equipment Cost Per-Pupil

Section IV-4 has given a general view of the equipment costs per pupil. The average amount spent for most categories of institutions are not more than Rs. 8. However, in interpreting that figure it should be borne in mind that many schools have no equipment at all, bringing the average down considerably. Here in this section we shall only consider schools which do have equipment comprising average per pupil purchasing costs of different types of equipment.

The cost of equipment per-pupil indicates that the few unaided schools -- which own equipment -- spend a lot more money per-pupil on equipment than aided schools (Table IV-25); however when considering all schools reporting, the per pupil equipment costs per pupil of unaided schools are half that of aided schools (Table IV-18). Physics, chemistry, biology and geography are the four most favorite subjects, as shown by the fact that they are offered in large numbers of schools. The per-pupil cost is the highest for commerce equipment for both aided and unaided schools.

Table IV-26 indicates that on an average female schools spend much more on all kinds of equipment per-pupil than male or mixed schools, seemingly contradictory to the Table IV-19, which shows that male schools spend three times more on equipment per pupil than female schools. This paradox also stems from the fact that most female schools have no equipment at all. Some of the cost differentials among various kinds of equipment within different types of schools are a result of differences in enrollment size, assuming that some economies of side exist in the use of equipment.

Table IV-27 shows the equipment cost per-pupil for institutions at different levels. As we said earlier, most of the institutions reported are secondary schools. Commerce claims, as in Tables IV-25 and 26, the highest per pupil expenditure on an average in the secondary schools.

The per-pupil cost of equipment for schools as distinguished by geographical location appears to be fairly close for physics, chemistry, biology and geography, but is quite scattered for other equipment (Table IV-28). Urban schools seem to spend more money on home economics equipment than semi-urban schools by a little margin. The five rural schools which reported any home eonomics at all spend only Rs. 2.00 per student on an average in this respect. The spending on agricultural equipment is very small in all types of schools.

Table IV-25

Per-Pupil Cost of Equipment for Private Aided and Unaided Schools for 1967-68

	Aided		Unaided	
	No. of Schools Reported	Cost per Pupil (Rs.)	No. of Schools Reported	Cost per Pupil (Rs.)
Physics Equipment	1371	12	9	21
Chemistry Equipment	1361	10	9	23
Biology Equipment	1173	13	8	24
Geography Equipment	1833	5	11	7
Agriculture Equipment	50	3	-	-
Industrial Arts Equipment	6	12	-	-
Home Economics Equipment	14	14	-	-
Commerce Equipment	282	17	2	220

Table IV-26

Per-Pupil Cost of Equipment for Institutions of Different Sex Breakdown for 1967-68 (in Rupees)

	Male		Female		Mixed	
	No. of Schools Reported	Cost per pupil (Rs.)	No. of Schools Reported	Cost per pupil (Rs.)	No. of Schools Reported	Cost per pupil (Rs.)
Physics Equipment	274	10	32	21	952	11
Chemistry Equipment	276	10	33	14	946	9
Biology Equipment	230	11	30	31	819	12
Geography Equipment	287	4	75	6	1312	5
Agriculture Equipment	25	1	-	-	25	4
Industrial Arts Equipment	4	10	-	-	2	15
Home Economics Equipment	-	-	6	28	8	4
Commerce Equipment	80	26	2	30	179	14

Table IV-27

Per-Pupil Cost of Equipment for Different Types of Institutions for 1967-68 (in Rupees)

	Junior/Middle		Secondary		Higher Secondary		Degree College	
	No. of Schools Reported	Cost per pupil (Rs.)	No. of Schools Reported	Cost per pupil (Rs.)	No. of Schools Reported	Cost per pupil (Rs.)	No. of Schools Reported	Cost per pupil (Rs.)
Physics Equipment	-	-	1251	11	3	23	2	15
Chemistry Equipment	-	-	1248	9	3	10	2	15
Biology Equipment	-	-	1074	12	2	15	2	15
Geography Equipment	1	0	1668	5	2	5	-	-
Agriculture Equipment	-	-	50	3	-	-	-	-
Industrial Arts Equipment	-	-	6	12	-	-	-	-
Home Economics Equipment	-	-	14	14	-	-	-	-
Commerce Equipment	-	-	258	17	1	0	1	0

Table IV-28

Per-Pupil Cost for Institutions of Different Geographical Location for 1967-68 (in Rupees)

	Urban		Semi-Urban		Rural	
	No. of Schools Reported	Cost per pupil (Rs.)	No. of Schools Reported	Cost per pupil (Rs.)	No. of Schools Reported	Cost per pupil (Rs.)
Physics Equipment	112	14	132	13	1140	11
Chemistry Equipment	112	11	131	11	1132	10
Biology Equipment	92	19	117	16	971	12
Geography Equipment	108	9	150	9	1590	10
Agriculture Equipment	1	0	9	0	40	3
Industrial Arts Equipment	4	10	-	-	2	15
Home Economics Equipment	5	22	4	20	5	2
Commerce Equipment	30	33	35	18	219	17

IV-8 Conclusions

From the evidence presented in the previous pages the following summary of findings can be made with respect to the financial activities of non-government schools in Bangladesh between 1963 and 1968, viewed on a per pupil basis:

i. Total Income and Expenditure

a. The cash flow for aided schools is higher than for unaided schools.

b. The cash flow for schools in general has increased in real terms between 1963 and 1968.

c. Higher secondary schools have had the greatest increase in incomes and expenditures.

d. When viewed in terms of sex composition of institutions the level of cash flow has been in the following order:

Male > female > mixed schools

e. Cash flows in types of institutions from 1967-68 were in the following order:

degree college > higher secondary > secondary > junior/middle

f. Urban schools experienced a decrease in cash flow per pupil. Rural and semi-urban schools experienced an increase. By 1967-68 their cash flows per pupil were in the following order:

semi-urban > urban > rural

ii. Recurring Income

a. Sources of recurring income were of the following order:

fees > government aid > other sources > local bodies aid

b. In constant prices, the income of aided schools remained level but for unaided schools it declined.

c. For aided schools Government aid per pupil remained constant in real terms but fees per pupil increased with the price level.

d. Male and mixed schools relied more on fees and less on government aid than female schools.

e. Both in terms of per pupil recurring income and in increase from 1963 to 1968 the level of income by sex composition of the institutions was in the following order:

male > female > mixed

f. From 1963 to 1968 fees played an increasing role in junior, higher secondary and degree colleges, but for secondary schools government aid was of increasing importance.

g. By 1967-68 the level of income per pupil was of the following order:

degree college > higher secondary > secondary > junior

h. Over the period of the study recurring income per pupil increased markedly in semi-urban schools, somewhat in rural schools, and decreased in urban schools, resulting in the following order of incomes per pupil in 1967-68:

semi-urban > urban > rural

i. Fees played an increasing role in urban and semi-urban areas, government aid did in rural areas.

iii. Recurring Expenditure

a. Salaries of personnel account for 80% of recurring expenditures.

b. The principal's salary accounts for a higher share of the budget in unaided schools but a lower real money amount than for aided schools.

c. The cost of teachers salary per pupil increased in aided schools, thus widening the gap between them.

d. Expenditures in all categories in schools by sex composition were in the following order:

male > female > mixed

and the gap widened between 1963 and 1968.

e. Higher secondary schools showed the greatest increase in expenditures per pupil. in 1967-68 expenditures by type of institution were in the following order:

degree college higher secondary secondary junior.

This also applies to teachers salaries per pupil.

f. Semi-urban schools showed the greatest increase in expenditures from 1963 to 1968. Thus in 1967-68 expenditures per pupil were in the following order:

semi-urban > urban > rural

iv. Non-recurring income

a. This type of income is twice as large for aided as unaided schools.

b. Government aid accounts for 40% of non-recurring income for aided schools.

c. Non-recurring income by sex composition of school is in the following order:

male > female > mixed

This order holds for government aid, which is increasing most for male schools.

d. There has been a decrease in non-recurring income for junior schools but an increase for higher secondary schools resulting in the following order in 1967-68:

higher secondary > degree college / secondary > junior

e. Government aid has generally risen but for higher secondary schools it has declined considerably.

f. Non-recurring income has increased in urban schools and decrease in semi-urban schools resulting in the following order in 1967-68:

urban > semi-urban rural.

This is largely due to the reduction of government aid to semi-urban schools, between 1963 and 1968.

v. Non-recurring expenditures

a. These have increased for aided schools and decreased for unaided schools between 1963 and 1968.

b. By sex composition of schools, non-recurring expenditures per pupil were in the following order:

male > female > mixed

c. By type institution the order for non-recurring expenditures per pupil was:

Degree college = higher secondary > secondary > junior

d. By geographical location the order was:

semi-urban > urban > rural

vi. Assets and reserve funds

These followed a familiar pattern when viewed on a per pupil basis:

a. Aided > unaided

b. Male > female > mixed

c. Degree college > higher secondary > secondary > junior

d. Semi-urban > urban > rural

The above findings can lead us to a number of conclusions for the schools in our sample with respect to their finance:

i. Sex Composition -- Whatever aspect of the finance per pupil of institutions is considered, there is a consistent trend with respect to the sex composition of the schools; mixed schools always do worst, followed by female schools and with male schools always having the largest income, expenditure and assets. The implications of this are considerable since 79% of the schools in our sample are mixed. This trend applies equally to total spending power and government aid per pupil to both recurring and non-recurring income.

ii. Geographical location -- The trend with respect to geographical location is a decline in the financial advantages of urban schools between 1963 and 1968 with a resultant balance of spending power in the following order in 1967-68: Semi-urban schools being better off than urban schools which are better off than rural schools. This is true in all respects except that of non-recurring income where the decline in government aid per pupil to semi-urban schools has resulted in the following order of non-recurring income: urban schools are the best off and semi-urban and rural schools have an equivalent income.

iii. Type of Institution -- Although the majority of schools in the sample are secondary schools, the small group of higher secondary schools are particularly interesting. It may be a function of the small number of such institutions in the sample, 7 in 1963-64 and 46 in 1967-68, but their financial arrangements do seem to have changed considerably between 1963 and 1968. With

the rise in the number of higher secondary schools there has been a considerable increase in their cash flow per pupil, so that by 1967-68 on a per pupil basis their incomes and expenditures were second only to degree colleges. At the same time their per-pupil and percentage share of government aid decreased considerably. They appear to be the one group of institutions which are obtaining a good deal of local financial support.

iv. Government Aid -- The level of government aid per pupil to schools in different categories is an indication of the implicit, if not explicit role of the government in the private sector of education.

Mean government aid per pupil in all categories of schools is less than the level of fees per pupil. This would indicate that the government plays a secondary if not unimportant role in the private sector of education. Female schools rely more heavily on government aid than male or mixed schools when viewed in terms of the percentage breakdown of sources of income. However, in monetary terms the level of government aid per pupil in 1967-68 to both recurring and non-recurring income was in the following order:

male > female > mixed

This indicates that as usual, male schools do best, mixed schools worst and female schools suffer from a lack of fees.

When divided according to type of institution, secondary schools rely most heavily on government aid as a percentage of total income. They also do well in monetary terms, having the second highest level of government aid per pupil after degree colleges. When divided according to geographical location rural schools rely most heavily on government aid. However, in 1967-68 their level of government aid per pupil in both recurring and non-recurring income was lower than that for both semi-urban and urban areas.

To sum up we can make the following generalization. Taking into account all aspects of the finance of schools in our sample the schools that tend to be worst off fit into the following categories; mixed, rural and junior or secondary. The schools that tend to be better off fit into the following categories: male, semi-urban and degree college.

V. Student Flows through Private Schools

V-1 An Overview

In section I we listed four factors which in some way indicate the operating characteristics of private schools. In this section we will be considering two of these factors:

i. The equality of opportunity through access to education provided by private schools.

ii. The sizes of schools if they are left to private management.

The question of access will be considered in section V-2 where male/female enrollments and enrollments in urban, semi-urban and rural areas will be examined. The size distribution of schools when classified by type of institution, sex composition and geographical location is examined in V-3. The remainder of this section contains a brief examination of our sample with respect to enrollments.

V-1.1 The Sample

The representativeness of our sample with respect to the total population of private sector enrollment and combined educational enrollment was discussed in I-2.1. There we discovered that our data was most comprehensive at the secondary school level, covering approximately 70% of total enrollment in 1963-64 and approximately 80% in 1967-68. We will now consider the breakdown of enrollment within our sample.

Total enrollments for the sample by grade level and year are given in Table V-1. In both 1963-64 and 1967-68, the largest grade level enrollment in the sample is grade level 6-8 followed by 9-10. One must remember when looking at these grade level intervals that the number of

grades represented varies as follows:

Grade level interval	1-5	6-8	9-10	11-12	13-14
Number of grades or year classes	5	3	2	2	2

Thus, with reference to Table V-2, the 6-8 interval has the maximum enrollment per grade in our sample. Note that the grade enrollment in the 1-5 interval appears considerably smaller when viewed in this way.

In the period from 1963-68, there has been a considerable increase in enrollment in the sample. It is interesting to note that the percentage increase seems to be positively related to the grade level. From Table V-1, we can see that at grade level 1-5 the percentage increase is 29 whereas at 13-14 it is 236. Although we cannot draw any conclusions about this relationship here, one explanation could be that at the lower levels a high proportion of the school age group attended school in 1963-64 and so most of the increase would be to take into account the increase in population, whereas at the higher levels education could be expanding to include a larger proportion of the population.

V-1.2 Analysis of data

A comprehensive set of the tables derived from the statistical analysis are given in Appendix Tables 1-72.

The tables contain the number of schools reported, mean enrollment, total enrollment and frequency distribution for males and females at grade levels 1-5, 6-8, 9-10, 11-12, 13-14 for the total sample and for subsamples classified according to the following criteria: type of administrative agency, sex composition, type of institution and geographical location.

If one compares the mean and frequency distribution at a particular grade level for instance Appendix V Table 1 compared to Tables 11, 12 and 13,

one can see that the distributions tend to be positively skewed. For that reason on those occasions when means are discussed they should be regarded with caution and reference should be made to the appropriate frequency distribution. The analysis, in V-2 on enrollment trends concentrates mainly on the subtotals of enrollment under various classifications. Changes in these figures over time, for males and females, according to geographical location and so on, give a good macroview of national tendencies in the use of private schools. Means and frequency distributions are used in V-3 in order to give an indication of school size, which will be useful when considering questions of finance.

V-2 The Access to Education -- Enrollment Trends

V-2.1 Male/female

The ratio of boys to girls in the primary stage age group can be found in Table V-3. . It should be noted that the reason for the relative constancy of the ratio may be the result of the population projection on which these figures are based. However it appears that the figures are actually measured up to 1967-68 at which point projections begin. Anyway it would appear that at the primary level the ratio of boys to girls remains constant at 1.03:1 between 1961 and 1968 and at the secondary level the ratio decreases from 1.07:1 in 1961 to 1.05:1 in 1968. In other words, in the school age population, there are almost as many girls as boys.

From Table V-4 we can see that only at the primary stage (Grades 1-5) is the school enrollment male/female ratio for that age close to the societal male/ female ratio for that age. The disparity between the societal ratio and the sample school enrollment ratio becomes progressively greater the higher the grade level observed.

If one considers the change in the ratio over time, one can see that the ratio decreases in favor of female enrollment at each grade level

from 1963-64 to 1967-68. This phenomenon is substantiated by observing Table V-5 where we can see that for both male and female enrollment at every grade level there has been an increase from 1963-64 to 1967-68 but in every instance there has been a greater increase in female enrollment than male enrollment.

If one compares the sex ratio from our sample with that obtained for all East Pakistan primary and secondary schools by Haque et al (see Tables V-3 and V-4) then it would appear that the sex ratio in the private sector is different to that in the public sector. At the primary level, Haque et al found that the male/female ratio changed from 2.31:1 in 1965 to 2.26:1 in 1968, i.e., double the ratio found in our sample for the primary stage. This would indicate that the sex ratio may be worse for girls in the public sector at the primary level than in the private sector. However, at the secondary stage, the situation appears to be reversed with an improved ratio with respect to girls in the Haque study than in our study.

From Zaki[1] the following enrollment ratios at the intermediate and degree levels were computed:

Table V-6

Male:Female Enrollment Ratios for Total Enrollment at the Intermediate and Degree Levels

	Intermediate (Grades 11-12)	Degree (Grades 13-14)
1963-64	13:1	11.9:1
1967-68	12.9:1	11.75:1

When these ratios are compared to those for our sample (Table V-4) one can see that, at the intermediate level, the ratio for our sample was less favorable to women in 1963-64 but more favorable in 1967-68 than for

the total enrolled population. At the degree level, our ratio is less favorable to women in both years. However a similar phenomenon to that observed at the secondary level can be seen with regard to increase in enrollment from 1963 to 1968 (Table V-5). At the intermediate level, both male and female enrollment have increased considerably but the female enrollment more than male. At the degree level, the increase has been even greater but again more for women than men.

Further analysis of male/female disparities will be dealt with under subsequent classifications of the sample.

V-2.2 Geographical location

Statistics derived from breaking down the enrollment data according to geographical location are given in Tables V-7 and 8. The classification of schools according to their urban, semiurban and rural locations is quite common, e.g. Haque (1970), however census information is only available for rural and urban classifications. In this case, semi-urban locations are included in the rural category. In (I-1), it was noted that in 1961 5.19% of the population lived in urban areas and in 1971 this group had increased to 6.5%. For the purpose of comparing our percentage breakdown of enrollment by geographical location with the breakdown for the population in general the following estimate will be used:

	Urban	Semi-Urban	Rural
Average % of population by geographical location 1963-68	6	14	80

These are merely estimates based on individual experiences in the country.

If one compares this estimate with Table V-8, one can see some interesting trends for different grade levels. The school enrollment breakdown most closely approximates our estimate for the population at the secondary level

(grades 6-8 and 9-10). In fact, at these levels, the rural male percentages are higher than our estimate, however the rural female percentages are most close for grade level 6-8 in 1967-68 and decrease both for 1963-64 and for grades 9-10. These figures are encouraging since most of our sample falls into the secondary stage and the percentage enrollment in rural areas has improved for both males and females from 1963-64 to 1967-68.

At the primary level (1-5), the percentage breakdown is remarkably consistent for both sex and year. However the rural percentages of just over 50% are small compared with our population estimate of 80% and the urban percentages are high compared with 6%. These disparities may be a function of the availability of public education at this level resulting in the use of private education for other reasons than necessity.

The deviation from population percentages is much more significant at the intermediate and degree college levels. In fact, at these levels the highest percentage of enrollment tends to be in semi-urban areas and the lowest in the rural areas. This may indicate a trend to build private colleges in sub-divisional towns which also serve the surrounding rural areas and which do not have to compete with the government supported universities in the divisional cities.

If one compareas the male-female enrollments in Table V-4 with those divided by geographical location in Table V-7 one can see the same tendency for the male female ratio to increase with the higher grade levels and decrease from 1963-64 to 1967-68, as was observed previously. However another trend now emerges. Namely that the ratio tends to increase from urban to semi-urban to rural schools. This result is hardly surprising since one would expect to find less interest in the education of women in the rural areas where they still perform a very important function in the home. As in Table V-5 one can observe a greater percentage increase

in female enrollment than male from 1963-64 to 1967-68 but now one can see the additional trend of a greater increase in enrollment for both males and females in the rural areas.

c) Type of Administrative Agency

The only types of administrative agency which represent a significant part of the enrollment in the sample are Private Recognized Aided and Private Recognized Unaided Schools. Of these the Private Recognized Aided type represent most of the enrollment, ranging from 96% in grade levels 15 to 100% at the degree college level. However, it would still be interesting to know whether schools which receive some government aid have different enrollment practices than those without government aid.

Table V-9 contains male/female enrollment ratios for 1963-64 and 1967-68 and one can see from these figures that different enrollment policies do appear to occur. The ratio of males to females at every level is higher for unaided schools than for aided schools. This may be the result of a deliberate government policy in setting criteria for female enrollment in schools to which they give aid.

V-3 The Size Distribution of Schools

Enrollment figures used so far in this report have been mean or total enrollment figures for the sample as a whole or for different grade levels. In order to understand the operating characteristics of different types of schools it is necessary to study the total enrollments by school as well as by grade level. For this purpose frequency distributions of enrollment per school, by type of institution, geographical location and sex composition have been included in Appendix V, Tables 41-72. In this case schools have not been divided according to type of administrative agency, since private recognized aided schools are so predominant. The

size distribution by type of institution will be investigated below. Within each type of institution differences by geographical location and sex composition will be considered.

V-3.1 Junior/Middle Schools

The size distribution for all junior/middle schools in the sample in 1963-64 and 1967-68 can be found in Appendix V, Tables 56 and 72, respectively. Of the 475 who provided enrollment information in 1963-64, 367 or 77% had between 1 and 100 pupils and the four largest had between 301 and 400 pupils. In 1967-68, 898 junior/middle schools reported enrollments and of these 507 or 56% had less than 100 pupils and 38% or 341 had between 101 and 200 pupils. The two largest schools had between 401 and 500 pupils. It would appear that between 1963 and 1968 there has been an increase in the size of private junior/middle schools, but they still tend to be small, with over 90% having enrollments of less than 200 pupils.

A similar trend exists for rural schools (Appendix V, Tables 55 and 71), which is to be expected since they represented 446 of junior schools in 1963-64 and 845 in 1967-68. However, the small number of semi-urban schools (15 in 1963-64, 29 in 1967-68) tend to have a higher proportion of schools with enrollment greater than 100 (Appendix V, Tables 54 and 70). This is also the case for the small number of junior/middle urban schools (Appendix V, Tables 53 and 69).

When junior/middle schools are classified by sex composition (Appendix V, Tables 44, 48, 52, 60, 64, and 68) the same trend occurs for mixed schools and the small number of male schools, but a larger proportion (35%) of the female schools have enrollments greater than 101 pupils in both 1963-64 and 1967-68.

An analysis of the large number of rural junior/middle schools by different sex composition (Appendix V, Tables 43, 47, 51, 59, 63 and 67),

does not reveal a significant difference between male, female and mixed schools in this category.

V-3.2 Secondary Schools

Secondary schools constitute the largest groups of schools in the sample, 1987 in 1963-64 and 2509 in 1967-68. They have a much wider size distribution than junior/middle schools (Appendix V Tables 56 and 72). In 1963-64 the largest groups (33%) had between 101 and 200 students, whereas in 1967-68 the percentage in this interval had decreased to 24 and the largest group (34%) had enrollments between 201 and 300 students. If we review secondary schools in a similar way to junior/middle schools (i.e. taking the same tables in the same order) we can see that the rural schools follow the overall trend for secondary schools whereas the urban and semi-urban schools tend to have a more even distribution of size.

When classified according to sex composition the mixed schools follow the overall trend for secondary schools with the largest group, 36% in 1963-64, having enrollments between 101 and 200 students and in 1967-68 the largest group, 38% having enrollments between 201 and 300 students. The smaller number of single sex male and female schools do not follow this trend so closely. The male schools are more evenly spread across the distribution and the female schools tend to be smaller than the mixed schools. In 1963-64 37% of the female schools had enrollments of less than 100 and in 1967-68 42% had enrollments between 101 and 200. The rural schools when divided by sex composition follow similar trends, with the female schools even more heavily concentrated at the lower end of the distribution and the male schools less evenly spread across the distribution.

V-3.3 Higher Secondary Schools

As only 7 higher secondary schools reported enrollments in 1963-64 it is difficult to draw many conclusions about their size distribution. Of those 7 none were larger than 300 students. In 1967-68 46 reported enrollments and their distribution of size was wide. The largest group (28%) had enrollments between 201 and 300 but one institution had between 701 and 800 students and another had over 900 students.

Reference can be made to the appropriate tables for more specific information on higher secondary schools by geographical location and sex composition.

V-3.4 Degree Colleges

Degree colleges exhibit a wide spread of size distribution, with more having enrollments greater than 900 in 1967-68 (50%) than in 1963-64 (25%).

The degree colleges tend to be concentrated in the semi-urban and urban areas with very few in the rural areas. In the rural areas only 9 colleges reported enrollments in both 1963-64 and 1967-68. It appears that there was a considerable expansion in their size, since 7 had less than 300 students enrolled per college in 1963-64 whereas, 3 had between 501 and 600 students and four had more than 900 students in 1967-68.

In the semi-urban areas 29 degree colleges reported enrollments in 1963-64 and 300 did so in 1967-68. Of these, 35% in 1963-64 and 70% in 1967-68 had enrollments larger than 900 students. In both years the remaining colleges had an even spread of enrollments.

In the urban areas 13 colleges reported enrollments in 1963-64 and 18 did so in 1967-68. The size distribution of colleges was quite even in 1963-64 but 39% had enrollments greater than 900 in 1967-68.

From Tables 52 and 68 it would appear that the majority of degree colleges are mixed and 29% of these mixed colleges had enrollments greater than 900 in 1963-64 and 68% did so in 1967-68. There were only 4 small female colleges in 1963-64 and 7 in 1963-64. The six male colleges reported in both years had a wider spread of enrollments.

V-4 Conclusions

There has been a considerable increase in enrollment in our sample from 1963-64 to 1967-68. This increase has been accommodated both by more schools opening and by existing ones expanding. The change has been greater at higher levels of education. In addition to these general remarks about overall enrollment trends we can make the following remarks concerning access to schools and the size distribution of schools in our sample.

a. Access

Although the proportion of boys and girls in the school age group are equal, boys have a much greater chance of attending school than do girls. Only at the primary level in our sample are there almost as many girls enrolled as boys. At this level the schools in our sample provide twice the opportunities for girls than provided in the average primary school in the nation. The opportunities for women get progressively worse at higher levels of education. Furthermore, from the secondary level upward the opportunities provided by schools in our sample are worse than those provided on the national average. One hopeful point is that the male/female ratio decreased in favor of women at all levels between 1963 and 1968, thus indicating improved access for women to all levels of schools in our sample. However at the secondary level, which comprises the largest part of our sample the male/female ratio was still 6.4:1 for grades 6-8 and 11.2:1 for grades 9-10 in 1967-68.

When access to education is considered in terms of geographical location the proportions of enrollment by rural, urban and semi-urban location most closely approximate the population breakdown at the secondary level. At the primary level the enrollment proportions are less favorable to the rural areas and more favorable to the urban areas. At the higher levels the largest share of enrollment is in the semi-urban areas. Thus children in the rural areas where 80% of them live, only get a reasonable opportunity to attend the schools in our sample at the secondary level.

When male/female access to education is considered with respect to geographical location, opportunities for women get progressively worse from urban to semi-urban to rural schools. In terms of administrative agency there is a much smaller proportion of women in unaided schools than in aided schools, indicating that, by implicit or explict means, the government has a favorable, but small, influence on educational opportunities for women.

b. Size Distribution of Schools

Junior/middle schools in our sample show an increase in size between 1963 and 1968 but they still tend to be small, with 90% having less than 200 students in 1967-68. Rural schools follow this trend but urban and semi-urban schools tend to be larger. Mixed and male schools also follow the overall trend but female schools tend to be larger.

Secondary schools have a wider distribution of size than junior/middle schools. In 1963-64 the largest group had between 101 and 200 students and by 1967-68 the largest group had between 201 and 300 students. Rural schools follow this trend but urban and semi-urban schools are more evenly distributed in terms of size. Mixed schools follow the trend whereas the few male schools are more evenly distributed and the female secondary schools are smaller.

It is difficult to draw conclusions about the size of higher secondary schools from the limited sample. However, those reported in 1963-64 had less than 300 students and those reported in 1967-68 had a wider spread of enrollment size.

The degree colleges are spread over the distribution but one quarter had enrollments greater than 900 in 1963-64 and one half did so in 1967-68. The small number of degree colleges in rural areas expanded between 1963 and 1968 so that almost half of them had more than 900 students in 1967-68. In semi-urban areas there are a greater proportion of degree colleges with enrollment over 900 students, whereas enrollments in urban areas tended to be more evenly spread. The mixed colleges follow the general trend but the few female colleges tend to be small and the males colleges have an even distribution.

Summing up, we can say that the enrollments of institutions tend to become larger from junior/middle to degree colleges. The distribution of school enrollment size tends to be positively skewed for junior/middle schools and secondary schools and negatively skewed for degree colleges. The rural mixed schools tend to follow overall trends most closely expecially in the case of secondary schools. This is because most institutions fall in the category of rural mixed secondary schools.

Footnotes - Section V

1. Zaki (1970), pp. 89 and 90.

Table V-1

Total Enrollment in Sample by Grade Level in 1963-64 and 1967-68 and Change Over Time

Grade Level	1-5	6-8	9-10	11-12	13-14
Year					
1963-64	50,130	334,257	131,069	27,553	5,846
1967-68	64,855	537,013	255,603	58,702	18,604
%Change	+29	+60	+95	+113	+236

Table V-2

Total Enrollment Per Grade in Sample Assuming Equal Distribution Within an Interval

Grade Level	1-5	6-8	9-10	11-12	13-14
Year					
1963-64	10,026	111,419	65,534	13,776	2,92
1967-68	12,971	179,004	127,801	29,351	9,302

Table V-3

Male and Female School Age Population at the Primary and Secondary Stage from 1961-68*

Stage	Year	Population in Age Group			National Educational Enrollment Ratio
		Boys	Girls	Ratio	
Primary	1961	4,159,632	4,005,624	1.03:1	2.60:1
	1965	4,624,077	4,473,517	1.03:1	2.31:1
	1968	4,816,844	4,683,233	1.03:1	2.26:1
Secondary	1961	3,154,966	2,966,448	1.07:1	10.8:1
	1965	3,888,304	3,702,929	1.05:1	7.76:1
	1968	4,280,311	4,100,925	1.05:1	5.52:1

*From Haque (1970) Appendix 1, Tables 6, 8, 16 and 17.

Table V-4

Male and Female Enrollment in Sample by Grade Level in 1963-64 and 1967-68

Year	Grade Level	1-5	6-8	9-10	11-12	13-14
1963-64	Male Enrollment	28,090	300,270	124,002	25,937	5,529
	Female Enrollment	22,040	33,987	7,067	1,616	317
	Ratio Male:Female	1.27:1	8.86:1	17.6:1	16:1	17.4:1
1967-68	Male Enrollment	33,076	464,038	234,633	54,257	17,370
	Female Enrollment	31,779	72,975	20,970	4,445	1,234
	Ratio Male:Female	1.04:1	6.4:1	11.2:1	12.2:1	14:1

Table V-5

Percentage Change in Male and Female Enrollment in Sample from 1963-64 to 1967-68 by Grade Level

% Change 1963-64 to 1967-68 Grade Level	1-5	6-8	9-10	11-12	13-14
Male Enrollment	+18	+54.5	+89.2	+109.2	+214
Female Enrollment	+44	+114.7	+196.7	+175.1	+289

Table V-7

Sample Enrollment by Geographical Location, Sex and Grade Level for 1963-64 and 1967-68 and Change over Time

Grade Level	Geographical Location[1]	1963-64			1967-68			% Change in Enrollment 1963-68[2]	
		Male	Female	Ratio	Male	Female	Ratio	Male	Female
1-5	U	6892	4569	1.5	8276	6561	1.25	20.1	43.6
	S-U	6693	6099	1.1	7966	7882	1.01	19.1	29.2
	R	14507	11371	1.28	16834	17336	.97	16.1	52.5
6-8	U	20132	5747	3.5	27194	9451	3.64	35.1	64.5
	S-U	25293	5475	4.63	33235	9296	3.58	31.4	69.8
	R	254611	22745	11.2	402843	54166	7.44	58.2	138.1
9-10	U	9345	1851	5.04	14956	4169	3.59	60.0	125.2
	S-U	13092	1662	7.87	20790	3626	5.73	58.8	118.2
	R	101422	3551	28.6	198254	1364	15.06	95.5	270.7
11-12	U	5776	942	6.13	11298	2521	4.48	95.6	167.6
	S-U	17414	649	26.9	28741	1488	19.32	65.0	129.3
	R	2747	25	110	13781	430	32.05	401.7	162.0
13-14	U	5776	942	10.4	5479	657	8.34	348.0	456.8
	S-U	4076	197	24.2	10335	539	19.18	153.6	173.6
	R	230	2	115	1556	38	40.95	576.5	180.0

[1] U=Urban
S-U=Semi-urban
R=Rural

[2] Changes are positive unless indicated otherwise.

Table V-8

Percentage Sample Enrollment by Geographical Location for Males and Females in 1963-64 and 1967-68

Grade Level	Geographical Location	1963-64		1967-68	
		Male	Female	Male	Female
1-5	Urban	24.5	20.7	25.0	20.6
	Semi-Urban	23.8	27.7	24.1	24.8
	Rural	51.6	51.6	50.9	54.5
6-8	Urban	6.7	16.9	5.9	13.0
	Semi-Urban	8.4	16.1	7.2	12.75
	Rural	84.9	67.0	87.0	74.3
9-10	Urban	7.5	26.2	6.4	19.9
	Semi-Urban	10.6	23.5	8.9	17.3
	Rural	81.9	50.3	84.7	62.8
11-12	Urban	22.3	58.3	21.0	56.8
	Semi-Urban	67.1	40.2	53.4	33.5
	Rural	10.6	1.5	25.6	9.7
13-14	Urban	22.1	37.2	31.5	53.2
	Semi-Urban	73.7	62.1	59.5	43.7
	Rural	4.2	0.6	8.9	3.1

Table V-9

Male:Female Enrollment Ratios for the Sample by Type of Administrative Agency for 1963-64 and 1967-68

Type of Private Recognized Administrative Agency	Grade	Male:Female Ratio 1963-64	1967-68
Aided	1-5	1.24	1.02
Unaided		4.00	3.58
Aided	6-8	8.83	6.33
Unaided		14.48	7.33
Aided	9-10	17.52	11.11
Unaided		26	25.52
Aided	11-12	15.64	11.75
Unaided		--	43.46
Aided	13-14	18.15	13.50
Unaided		--	--

VI Concluding Remarks

As we reach the end of this study we become increasingly aware of the need for other more narrowly defined studies. We have gained a feeling for how the private schools operated and survived between 1963 and 1968 in East Pakistan. Now it is important to relate our descriptive findings to the present state of education in Bangladesh. If they appear to be useful for understanding and changing the present situation then causal relationships which emerge from our study should be explored more closely and the interaction between the public and private sectors of education should be studied further. Before expanding these points let us review the findings of our study.

Our sample consists of those private schools in East Pakistan which responded to the NCME questionnaire attached in Appendix I. Of the 4031 institutions which responded, 63% are secondary schools, 87% are rural and 70% are mixed. Thus the majority (1816) of the schools in our sample are secondary, rural, mixed schools. 97% of the schools in the sample are private aided institutions.

The main findings concern the finance, costs and enrollments in the private sector of education in East Pakistan between 1963 and 1968. Section IV of this report was devoted to considerations of finance and costs and a detailed list of conclusions appear in Section IV-8. These will not be repeated here, but to summarize these findings, it can be said that:

a) Government aid plays a secondary but important role to user charges (fees) at all levels of education in terms of recurring income but a major role in terms of non-recurring income, for private aided schools.

b) The schools that tend to be worst off, taking into account all aspects of finance of education fit into the following categories: mixed, rural and junior or secondary.

c) The schools that tend to be better off fit into the following categories: male, semi-urban and degree college.

The study of enrollments was divided into two areas, access to education and the size distribution of schools. Our conclusions can be found in Section V-4. Our findings can be summarized as follows:

a) Access -- Males have a much greater opportunity to attend a private school than do females at all levels, except the primary level. At this level the opportunities provided to females are better than those provided by the public schools but at all other levels the reverse is true. Access to private education is greatest for those living in semi-urban areas. Those living in rural areas only have a reasonable opportunity to attend a private school at the secondary level.

b) Size distribution of schools -- Enrollments of institutions become larger from junior/middle to degree colleges. The distribution of school enrollment size tends to be positively skewed for junior/middle schools and secondary schools and negatively skewed for degree colleges.

We have limited information concerning the present state of education in Bangladesh. In the 1973-74 Annual Plan the situation was described as follows:

> The war of liberation brought in its trails a number of formidable difficulties in the field of education. During

this war the doors of educational institutions were closed, equipment ransacked and stolen, books and furniture burnt and the teachers were demoralised. The uncoordinated educational development of the past decades left a legacy of low rate of enrolment and high wastage among those who were enrolled. The task of correcting the prevailing chaos was, therefore, onerous. Thus the schools in our sample may have disappeared or be operating in a very different way with limited equipment and less teachers. However it is unlikely that the operating characteristics of private schools will have changed markedly. If this is the case, our list of questions in Section I regarding the operation of private schools will still be valid for judging the relative merits of public and private education. Once again the points were:

a) The size of Government grants to private schools and their alternative allocations;

b) The "quality" of private schools compared to public schools;

c) The sizes and economic levels of operation of schools if they are left to private management;

d) The equality of opportunity through access to education provided by private schools.

In Section III we found that there had been a considerable expansion in the number of non-government schools in the 1950's and 1960's. This was particularly the case for junior/middle schools and higher secondary schools in the 1960's. The expansion was fairly regular across geographical locations and for mixed schools. However there was a smaller increase in the number of male schools and a comparatively larger increase in the number of female schools, formed in the 1960's. If the number of private schools continue to expand, as is indicated in the 1973-74 Annual Plan

(p. 130) and these schools continue to divert government funds away from the public sector, it is important to understand the operating characteristics of the public and private schools. Then investment to education in each sector can be made on a national basis.

We can partially answer points (a) to (d) for the private sector but our information on the public sector is less adequate. However, it will be worthwhile to consider these points individually, noting inadequacies in data or analyses as we proceed.

a) The size of Government grants to private schools and their alternative allocations:

For the private aided schools in our sample, government aid contributed on the average 24 rupees per pupil, or 23%, of recurring income, and 39 rupees per pupil, or 46%, of non-recurring income, in 1967-68. The monetary value per pupil and to a lesser extent the percentage share of government aid to recurring and non-recurring income, vary when the sample is divided according to sex composition, type of institution or geographical location. These variations were reported in Sections IV-1, IV-3 and IV-8. In all cases except that of higher secondary schools the contribution of government aid to non-recurring income is more important than it is to recurring income.

The contribution of user charges in the form of fees to the recurring income of private aided schools in 1967-68 was 58% and to non-recurring income was 8%. Again there is considerable variation when the sample is subdivided and this is reported in Section IV-1, IV-3 and IV-8. Most of the remainder of recurring and non-recurring income comes in the form of gifts and donations.

The data which we have available for the public sector is not easily compared with our statistics since the public sector data is in an aggregate form by level, whereas our data is disaggregated by school and presented on a per pupil basis. However, from Benson (1970) (pp. 44, 45 and 74, 75) we can obtain aggregate recurring government aid to the public and private aided sectors and per pupil government aid for all schools. The total aid given to private aided male secondary schools and primary schools is larger than the contribution to the corresponding government schools. This is not the case for females schools although the contribution to private aided female schools increased considerably between 1966-67 and 1969-70. Benson's figures for per pupil recurring income (p. 75) are reasonably compatible with ours, and some of his findings (p. 74) coincide with ours e.g. disproportionately lower expenditure at the lower levels of education than at the higher levels, and more reliance of female schools on government aid and less reliance on fees than in general. Elsewhere in his study Benson noted that there has been a general movement away from provision of government aid to the private sector in East Pakistan. He also noted that, for all secondary schools, fees contributed 30% of recurring income in 1966-67. Thus the public sector relies less heavily on user charges than does the private sector. In Section I it was reported that for education in general 40% of the private sector income is derived from user charges and 60% of the private sector income is from this source.

The purpose here is not to discuss the merits of user charges but to point out the relative financial positions of the private and public sectors with respect to government aid. It appears that both sectors rely on government aid but the public sector more than the private sector.

Conversely the private sector relies more on user charges than the public sector. Both user charges and government aid are important sources of income for both sectors. In our study we have shown that disparities, both in total income, and in the role of government aid, exist by type of institution, geographical location and sex composition in private schools. Benson found similar disparities by type of institution and sex composition of public schools. Government aid could be allocated differently in order to correct these disparities or to give positive advantages to those groups, areas, or levels of education that have been previously disadvantaged. If user charges are considered necessary, then they could be adjusted along with government aid in order to create a more equitable situation.

Finally, some remarks concerning data; it must be obvious in that the limited comparability of the data for the public and private sectors of education makes analysis difficult. There are now a number of studies concerning the education system in East Pakistan in the 1960's, none of which present statistics directly comparable with the other studies. In the future it would be advisable before embarking on a study to take this into account. Although Benson (p. 74) lists a number of reasons for not providing disaggregated financial statistics by school and on a per pupil basis in East Pakistan it would appear from our present study that this is possible and useful. It is suggested that a similar study for public sector would be useful for purposes of comparison of the two sectors.

b) The "quality" of private schools compared to public schools:

The "quality" of education is a difficult characteristic to measure. It requires assumptions about "good" inputs and/or outputs from the education system. The NCME questionnaire was lacking in terms

of gaining information concerning outputs. There were no questions about graduation rates, SSC examiniation results or any other measure of academic achievement in the private schools. Estimates of graduation rates could be obtained from the enrollment data by constructing a flow model and making some assumptions. This could be the basis for some future work. SSC examination results could be obtained by an arduous process of researching back-copies of the Bangladesh Observer where these results are published. SSC examination results and graduation rates are available for the public sector but they are of little use without comparable figures for the private sector. Even so, one is still left with the assumption that, the higher the graduation rate, or the more SSC examination passes, then the better the quality of the school.

With respect to inputs to the education system, the NCME survey can provide us with a number of indicators for the private sector; the cash flow per pupil by various categories of institution, teacher's salary per pupil, principal's salary per pupil, equipment available per pupil. However, similar disaggregated per pupil data is not available for the public sector. Benson provides personnel expenditures per pupil for West Pakistan but not East Pakistan. Another possible input indicator would be the student/teacher ratio. However, this is available for the public sector but not for the private sector.

Once again, the conclusion we reach is that more thought is required before a survey is conducted in order to obtain information comparable with existing information and to answer the important questions cncerning education in Bangladesh.

c) The sizes and economic levels of operation of schools if they are left to private management:

The sizes and economic levels of operation of private schools have been examined separately in Sections V and IV respectively. A summary of the findings in each case can be found in IV-8 and V-4. However, there has been insufficient time to explore their interrelationship. This could be done by the use of multiple regression analysis using some aspect of cost per pupil as the dependent variable and size and type of institution, geographical location and sex composition as independent variables. This could be a very fruitful field of study especially if similar data were to become available for the public sector.

d) The equality of opportunity through access to education provided by private schools:

This question has been discussed in terms of comparative enrollments for males and females and by geographical location in V-2. Some comparison with the public sector has also been made there. It appears that only at the primary level do private schools offer greater access to education for women than do public schools. Access for women gets progressively worse at higher levels of education and from semi-urban to urban to rural areas. It is also worse for women in private unaided schools than private aided schools.

The financial aspects of access to education through user charges and government aid have not been explored but would be a worthwhile subject for study.

As we commented at the beginning of our concluding remarks, having completed the descriptive analysis of the NCME survey data, we are now aware of the further research to which the data could contribute.

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APPENDIX I

3058

NATIONAL COMMISSION ON MANPOWER AND EDUCATION

A STUDY ON THE PRIVATE SECTOR INVESTMENT IN EDUCATION IN PAKISTAN.

Please read the instructions carefully before filling in the attached questionnaire. It has been tried to explain all those terms for which clarification was expected from the respondents.

We assure you that the data so collected will be used purely for research purpose. A higher degree of a reliability in data would ensure accurate planning for Education in Pakistan.

Instructions

(1) Every information may be given under the column specified for any part of Information, put it under column " others " and specify. Under no circumstances the heading of the columns be changed or transferred in order.

(2) **Part I.—Identifying Information.**

ITEM 3 : Year of establishment refers to the year in which the institution started functioning.

Year of recognition refers to the year in which the institution was registered with the education department or was granted recognition by the secondary education board or the university.

ITEM 4: The institution should be marked as mixed if at least ten per cent of the student body consist of girls.

ITEM 7: Please specify the type of Institution according to the types as listed below and indicate code number as indicated against each.

(a) Nursery/Pre-primary School.	01
(b) Primary School.	02
(c) Junior High/Middle School/Secondary School/Intermediate/Degree College.	03
(d) Primary Training Institute/Centre (Post-Matric).	04
(e) Junior Teachers Training College/Teachers Training Institute (Post-Intermediate).	05
(f) Teachers Training College (Post-Graduate).	06
(g) Vocational/Industrial School.	07
(h) Technical Institute.	08
(i) Polytechnic Institute (Diploma Level).	09
(j) Engineering College (Degree Level).	10
(k) Law College	11
(l) Commercial Training Centre.	12
(m) Commercial Institute/College.	13
(n) Fine arts/Music College.	14
(o) Health Training School.	15
(p) Dia/Midwifery/Maternity-Training School/Centre and Child Welfare Training Centre	16
(q) Nursing Training Institute.	17
(r) Tibbia School/College.	18

(*s*)	Agriculture Extension Workers Training Institute.	19
(*t*)	Forest Training School.	20
(*u*)	Fisheries Training School.	21
(*v*)	Maktab.	22
(*w*)	Madrassah.	23
(*x*)	Special institution for physically handicapped children.	24
(*y*)	Others.	25

(3) **Part II.—A and B**

ITEM 1 — 'Year' means the financial year starting from 1st July of a calendar year lasting up to 30th June of next calendar year.

ITEMS 5, 6 and 7. — 'Local Bodies' mean bodies like District Councils, Municipal Corporations, Municipal Committees, Cantonment Boards, Town Committees and Union Committees/Councils.

ITEM 8 — 'Domestic Agencies (Foundations)' include agencies like Anjumans, Trusts, Organisations or Associations etc.

ITEM 9 — 'Foreign Agencies' include agencies like Missionaries extending financial aid either through transfer of money or through contributed staff. In any case the value in domestic currency is to be given.

ITEM 10 — 'Gifts, Endowments and Donations' means gifts accruing from any other source and not covered by any of the above sources of income.

ITEM 11 — 'Income from properties' mean income from all types of properties like agricultural land, buildings etc. owned by the institutions. This also include interest on the fixed deposits and shares etc.

ITEM 15 — 'Other funds' comprise Science Breakage Fund, Union Fund, Red cross fund, Excursion Fund, Sports fund, Medical Fund, Cycle Fund etc.

ITEM 16 — 'Lodging and Boarding charges' mean all charges paid by a resident student to the institution. This may include rent for the room and other facilities such as fans, heater.

ITEM 17 — 'Loans' mean the borrowing of money with or without interest from a scheduled bank or any other sources for short or long term periods.

(4) **Part III.—A**

ITEM 3 — 'Pay and Allowances of Manager/Administrator/Headmaster/Principal' mean the pay, special pay and allowances paid to the head of the institution. This should include the pay of Administrator/Manager where applicable.

ITEM 4 — 'Salaries of teaching staff' mean the basic pay, special pays, and allownaces paid to all the members of the staff who are directly involved in imparting instructions including Director Physical Education and P.T.I.

ITEM 5 — 'Salaries of Officers and other Non-teaching staff' mean the remunerations paid to the office staff, Librarian,, Menial staff and all other staff in an institute not directly concerned with imparting of instructions.

ITEM 6 — 'Contingencies travelling allowances and daily allowances' mean expenditure on items like stationery, typewriters, Gestetner, printing, advertisement, internal examinations, news papers, cycles, postage, telephone bills rent of buildings, taxes, contingent establishment and travelling and daily allowance paid to its staff by an institution.

ITEM 8 — 'Maintenance of Campus' include repairs, white-washing, cleaning of the buildings, play grounds etc.

ITEM 11 ' Replacement of Equipment (Scientific) ' include repairs or replacements of equipment in science laboratories.

ITEM 12 ' Replacement of Equipment (Others) ' include repairs and replacement of equipment other than Science excluding Libraries and sports.

ITEM 13 ' Instructional Materials (Science fields) ' include charts, maps, and audio-visual aids etc. necessary for imparting of instructions and consumable materials chemicals, spirits and gas necessary for performing an experiment.

ITEM 14 ' Instructional Material (Non-Science Fields) ' include all charts, maps, Models, and audio-visual aids in fields other than science.

ITEM 15 ' Scholarships and prizes ' include all scholarships paid by an institution from its own revenue to students on various grounds like merit scholarships, poverty, assistance to scheduled casts/minorities etc. (excluding scholarships awarded by Government Board, Universities, Foundation, persons or bodies) and expenditure on prizes awarded by an institution to its own students or students of any other institution.

ITEM 16 ' Medical Facilities and supplies ' include medical treatment, facilities, provision of medicines, diets etc. by an Institution to its students and staff free of charge.

ITEM 18 ' Expenditure on Hostels/Boarding Houses ' include all current expenditure excluding messing charges.

(5) **Part III.—B**

ITEM 3 ' Site purchase and development of land ' mean the expenditure on the purchase, registration of land for purposes of erecting some building, including the expenditure incurred on the development of land, raising the level, levelling etc.

ITEM 4 ' Academic buildings ' include all buildings meant for the purpose of academic instructions, libraries, reading rooms/hall, indoor games, canteens, administrative offices etc. including installation of gas plants, tube-wells, wells and pumps etc.

ITEM 5 ' Residential buildings for students ' mean hostels and boarding houses which are meant for residence of students including kitchens or canteens attached to hostels/Boarding houses, including installation of tube-wells, wells, pumps etc.

ITEM 6 ' Residential building for staff ' mean all buildings owned by an institution for purpose of staff residence.

ITEM 7 ' Expenditure on play grounds etc. ' means expenditure on play grounds, including installation of tube-wells, wells or pumps, tree plantation and land scaping etc.

ITEM 8 ' Purchase of New furniture ' include new furniture for office, teaching staff, students (class rooms) etc.

ITEM 9 ' Establishment of New Libraries, Books, Journals and Equipment ' includes expenditure on new books and journals, almirahs and shelves, books, Index cards and locks etc. necessary for preservation and safe custody of books. This; however, does not include construction of library halls/rooms.

(6) **Part IV**

Enrolment in classes should be given by Arts and Science groups in each class. In case of general institutions classes may be indicated keeping in view the type of institution.

GOVERNMENT OF PAKISTAN :

PLANNING COMMISSION

(Education Section)

(Department use only)

PART I—IDENTIFYING INFORMATION

A—STUDY OF THE PRIVATE SECTOR INVESTMENT IN EDUCATION IN PAKISTAN

1. Name of institution .. ..Place.....

2. District .. ..Province (Circle one East West

3. (I) Year of Establishment..... (II) year of Recognition..... 1962

4. Sex (Check one) Boys [✓] (1) Girls [ ] (2) Mixed [ ] (3)

5. Administrative Agency : (Check one Box only)

(i) Local Bodies :

Municipal Committee [ ] (01) District Council [ ] (02) Cantt. Board [ ] (03)

(ii) Autonomous Body :

Independent Governing Body/ Managing committee [✓] (04) TDA, CDA, KDA, WAPDA, ETC. [ ] (05) University [ ] (06) Railways [ ] (07)

(iii) Private Recognized :

Aided [✓] (08) Unaided [ ] (09)

(iv) Private Un-recognized :

Registered [ ] (10) Unregistered [ ] (11)

6. Type (Please See Number Code in "Instructions") 0 3

PART II.—INFORMATION ON INCOME

A.—INCOME FOR RECURRING (NON-DEVELOPMENT) EXPENDITURE BY SOURCE

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
		Government		Local Bodies							Fees and Funds						
Year	Total	Central	Provincial	D. C.	M. C. (Corp.)/ U.C./T.C.	Cantt. Board	Domestic Agencies (Foundation)	Foreign Agencies	Gifts, Endowment and Donations.	Income From properties	Admission Fee	Tution Fee	Internal Examination fees	Other Funds	Lodging and boarding charges.	Loans	Others (Specify)
1963-64	913485		2276-00	507-25							145-50	4454-50	883-00	448-00			
1964-65	12015-31		7076-00								175-00	4180-75	548-81	534-75			
1965-66	1222606		4536-00								210-00	5968-25	718-81	793-00			
1966-67	13793-51		4716-00								237-50	6744-85	761-41	739-75			
1967-68	15083-69		5136-00								255-50	7838-69	862-50	991-00			

B.—INCOME FOR NON-RECURRING EXPENDITURE BY SOURCE

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
1963-64 ..	3210-88								1557-88	175-00						1478-00	
1964-65 ..	3559-00								1400-00	225-00						1934-00	
1965-66 ..	5740-25								1751-25	575-00						852-00	2562-00
1966-67 ..	6115-04								3998-50	727-54						1188-00	1722-00
1967-68 ..	6225-37								4077-50	676-87						501-00	1960-00

C.—TOTAL CAPITAL ASSETS OF THE INSTITUTION..35,000/00... D.—RESERVE FUNDS, IF ANY...Rs. 7.50 1561

on (date) June 30, 1968

PART III.—INFORMATION ON EXPENDITURE

A.—RECURRING EXPENDITURE (NON-DEVELOPMENT EXPENDITURE) BY HEADING

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Year	Total	Pay and Allowances of Manager/ Administrator/ Headmaster/ Principal	Salaries of Teaching Staff	Salaries of Officers and other non-Teaching Staff	Contingencies, Travelling Allowance and Daily Allowances	Operation of Campus (Fuel, Light, Water) etc.	Maintenance of Campus	Replacement of Furniture	Replacement of Library Books and Equipments
1963-64	9820·77	2040·00	4656·27	252·00	193·50	–	–	–	–
1964-65	12715·31	2370·00	9348·00	273·00	171·50	–	–	–	–
1965-66	14224·99	2460·00	10743·00	276·00	27·18	–	–	–	–
1966-67	14802·99	2700·00	9959·00	396·00	186·39	–	–	–	–
1967-68	13589·25	2700·00	9037·00	396·00	595·00	–	–	–	–

	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
	Replacement of Equipment		Instructional Materials		Scholarships and Prizes	Medical Facilities and Supplies	Co-Curricular Activities	Expenses of Hostels Boarding Houses	Others (Specify) Examination
	Scientific	Others	Science fields	Non-Science Fields					
1963-64	–	–	–	–	–	–	–	–	679·00
1964-65	–	–	–	–	–	–	–	–	552·81
1965-66	–	–	–	–	–	–	–	–	718·81
1966-67	–	–	–	–	–	–	–	–	761·41
1967-68	–	–	–	–	–	–	–	–	861·25

PART III.—INFORMATION ON EXPENDITURE—*contd.*

B.—NON-RECURRING EXPENDITURE BY HEADING

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Year	Total	Site Purchase, Development of Land	Building			Playgrounds, including Installation of Tubewells/ Landscaping	Purchase of new furniture	Establishment of new Libraries, Books, Journals, and Equipments	Purchase of new Equipment			Repayment of Loans	Other (Specify)
			Academic	Residential					Scientific	Other Instructional	Non-Instructional		
				Students Hostels etc.	Staff								
1963-64	2199·50											1624·00	575·50
1964-65	1300·00		1675·00									125·00	
1965-66	3869·70	1155·70	490·00									852·00	1372·00
1966-67	3617·62		94·00				40·00					1880·00	1803·62
1967-68	3584·49		125·00				4464·49					609·00	2385·00

C.—CAPACITY OF STUDENT HOSTELS

Total..... × ..... Owned..... × ..... Rented..... × .....

PART IV.—ENROLMENT BY GRADES (CLASSES) (SPECIFY REFERENCE DATE)

Class	1964		1965		1966		1967		1968	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
VI	29	×	37	×	33	×	26	1	56	2
VII	38	×	28	×	36	×	28	×	38	×
VIII	34	×	41	×	28	×	32	×	28	×
IX	22	×	22	×	38	×	28	×	30	—
X	20	×	25	×	28	×	31	×	28	×
Total Enrolment	143	×	153	×	158	×	145	1	160	2

*Reference date for enrolment in schools for the year 1964 is June 30, 1964 and so on.

**Reference date for enrolment in Technical Institutions and colleges is January 31, 1964 and so on.

Part V.—Information on Programme and Facilities, Classes IX—X.

1. Groups of subjects taught in classes IX—X (Check one)

Humanities	✓ (1)	Science	(2)	Agriculture	(3)
Industrial Arts	(4)	Home Economics	(5)		
Commerce	(6)				

2. Enrolment on June 30 (please give total for each group in both classes IX and X).

	1965	1966	1967	1968	1969
Humanities	47	61	59	58	49
Science					
Agriculture					
Industrial Arts					
Home Economics					
Commerce					
Total enrolment, all groups, classes IX—X.	47	61	59	58	49

Part V.—Information on Programme and Facilities—(*contd.*)

3. Instructional Facilities for Classes IX—X.

Total floor space of Physics/Chemistry/Biology/Geography/Laboratories .. ———— Sq. ft. (1)

Total area of farm land for Agriculture course .. .. .. ———— Sq. ft. (2)

Total floor space of Agricultural stores and workshop .. .. .. ———— Sq. ft. (3)

Total floor space of Industrial Arts shop .. .. ———— Sq. ft. (4)

Total floor space of Home Economic workroom .. .. .. ———— Sq. ft. (5)

Total area of workroom for Typing and Accounting .. .. .. ———— Sp. ft. (6)

Part VI.—Information on Industrial Equipment, Classes IX—X.

Please indicate quantity and approximate total cost of the items listed below *which are now in use* in your institution.

1. Essential Items for Elective Science Courses.

(*a*) *Physics*

Item	Quantity in Use	Total Cost
(1) Balance, hydrostatic		
(2) Balance, physical		
(3) Balance weight box, complete with fractional weights		
(4) Calliper		
(5) Micrometer		
(6) Specific gravity bottle		
(7) Calorimeter		
(8) Convex and concave lenses		
(9) Optical bench		
(10) Bridge, meter		
(11) Cell, Leclanche		
(12) Galvanometer		
(13) Lead accumulator		
(14) Resistance coil		
(15) Voltameter		

(*b*) *Chemistry*

Item	Quantity in Use	Total Cost
(1) Balance, chemical		
(2) Breakers		
(3) Bunsen Burners (where gas is available)		
(4) Spirit lamps (where gas is not available)		
(5) Flask, distillation		
(6) Funnel, glass		
(7) Ragent bottle		
(8) Chemicals	XXXX	

C. *Biology*

Item	Quantity in use	Total Cost
(1) Microscope, compound		
(2) Microscope, dissecting		
(3) Potometer		
(4) Dissecting box		
(5) Charts		
(6) Chemicals	xxxx	

(d) *Geography*

Item	Quantity in Use	Total Cost
(1) Globe		
(2) Map		
(3) Sun Dial		
(4) Solar System		
(5) Thermometer		
(6) Dry-wet bulb		
(7) Barometer		
(8) Drawing instruments		

2. Essential Items for Agriculture Courses

Item	Quantity in Use	Total Cost
(1) Auger for soil sampling		
(2) Spray machine		
(3) Seed drill		
(4) Spade		
(5) Weeder		
(6) Charts		
(7) Chemicals	xxxx	

3. Essential Items for Industrial Arts Courses

Item	Quantity in Use	Total Cost
(1) Folding rule		
(2) Try square		
(3) Combination square		
(4) Bevel square		
(5) Saw		
(6) Auger bit		
(7) Drill bit		
(8) Drill		
(9) Chisel		
(10) File		
(11) Bar Clamp		
(12) Hack saw		
(13) Hack saw blade		
(14) Wrench		
(15) Plane		
(16) Hammer		

4. Essential Items for Home Economics Courses

Item	Quantity in Use	Total Cost
(1) Degchi		
(2) Iron skillet		
(3) Wash bowl		
(4) Bucket		
(5) Water can		
(6) Knives and spoons		
(7) Serving plate		
(8) Stove		
9) Iron		
10) Sewing machine		
(11) Scissors		
(12) Tape measure		
(13) Needles, crochet hooks, knitting needles, etc.		
(14) Art material		

5. Essential Items for Commerce Courses

Item	Quantity in Use	Total Cost
1) Typewriter		
2) Adding machine		
3) Overhead projector		
(4) Transparencies		
(5) Globe		
(6) Map		

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Appendix IV .ble 1

Frequency Distribution of Government Aid Per-pupil as Recurring Income for 1963-64 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	596 25.5	750 32.1	564 24.2	211 9.0	67 2.9	39 1.7	15 .6	18 .8	7 .3	68 2.9	274	2609 2335
Private Recognized Aided	571 24.8	749 32.5	564 24.4	210 9.1	67 2.9	39 1.7	15 .7	18 .8	7 .3	67 2.9	264	2571 2307
Private Recognized Unaided	19 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	20 19
Male	60 16.8	127 35.5	87 24.3	31 8.7	8 2.2	3 .8	1 .3	3 .8	1 .3	37 10.3	10	368 358
Female	31 20.9	29 19.6	30 20.3	14 9.5	10 6.8	14 9.5	3 2.0	8 5.4	1 .7	8 5.4	2	150 148
Mixed	502 27.6	590 32.4	445 24.5	166 9.1	49 2.7	22 1.2	11 .6	7 .4	5 .3	23 1.3	9	1829 1820
Junior/Middle	190 44.2	107 24.9	73 17.0	31 7.2	10 2.3	7 1.6	5 1.2	4 .9	0 0.	3 .7	4	434 430
Secondary	399 21.6	634 34.3	482 26.1	171 9.2	50 2.7	27 1.5	9 .5	13 .7	6 .3	59 3.2	9	1859 1850
Higher Secondary	1 50.0	0 0.	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	3 2
Degree College	2 4.5	5 11.4	7 15.9	9 20.5	7 15.9	5 11.4	1 2.3	1 2.3	1 2.3	6 13.6	1	45 44
Urban	29 21.6	43 32.1	28 20.9	14 10.4	6 4.5	6 4.5	2 1.5	1 .7	1 .7	4 3.0	25	159 134
Semi-Urban	29 14.5	67 33.5	46 23.0	24 12.0	10 5.0	6 3.0	2 1.0	4 2.0	1 .5	11 5.5	12	212 200
Rural	537 26.9	639 32.0	490 24.5	173 8.7	51	27	11	13	5	53	237	2236

Appendix IV Table 2

Frequency Distribution of Local Bodies Aid Per-pupil as Recurring Income for 1963-64 (in Rupees)

nrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
otal	2141 91.7	144 6.2	21 .9	11 .5	4 .2	7 .3	2 .1	0 0.	1 0.	4 .2	274	2609 2335
rivate Recog- ized Aided	2116 91.7	144 6.2	20 .9	10 .4	4 .2	7 .3	2 .1	0 0.	1 0.	3 .1	264	2571 2307
rivate Recog- ized Unaided	19 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	20 19
ale	341 95.3	12 3.4	1 .3	0 0.	0 0.	1 .3	1 .3	0 0.	1 .3	1 .3	10	368 358
emale	116 78.4	18 12.2	3 2.0	4 2.7	1 .7	5 3.4	0 0.	0 0.	0 0.	1 .7	2	150 148
ixed	1675 92.0	114 6.3	17 .9	7 .4	3 .2	1 .1	1 .1	0 0.	0 0.	2 .1	9	1829 1820
unior/Middle	365 84.9	51 11.9	6 1.4	7 1.6	0 0.	1 .2	0 0.	0 0.	0 0.	0 0.	4	434 430
econdary	1729 93.5	90 4.9	13 .7	3 .2	3 .2	6 .3	2 .1	0 0.	1 .1	3 .2	9	1859 1850
igher econdary	2 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	3 2
egree ollege	36 81.8	3 6.8	2 4.5	1 2.3	1 2.3	0 0.	0 0.	0 0.	0 0.	1 2.3	1	45 44
rban	127 94.8	3 2.2	1 .7	1 .7	1 .7	0 0.	1 .7	0 0.	0 0.	0 0.	25	159 134
emi-Urban	179 89.5	10 5.0	4 2.0	2 1.0	0 0.	3 1.5	0 0.	0 0.	1 .5	1 .5	12	212 200
ural	1833	131	16	8	3	4	1	0	0	3	237	2236

Appendix IV Table 3

Frequency Distribution of Fees Per-pupil as Recurring Income for 1963-64 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	156 6.7	123 5.3	213 9.1	305 13.1	483 20.7	441 18.9	331 14.2	127 5.4	49 2.1	107 4.6	274	2609 2335
Private Recognized Aided	152 6.6	120 5.2	206 8.9	303 13.1	480 20.8	439 19.0	329 14.3	125 5.4	48 2.1	105 4.6	264	2571 2307
Private Recognized Unaided	2 10.5	3 15.8	6 31.6	1 5.3	1 5.3	2 10.5	1 5.3	1 5.3	0 0.	2 10.5	1	20 19
Male	20 5.6	7 2.0	11 3.1	31 8.7	51 14.2	73 20.4	73 20.4	36 10.1	9 2.5	47 13.1	10	368 358
Female	36 24.3	28 18.9	23 15.5	17 11.5	10 6.8	12 8.1	8 5.4	5 3.4	2 1.4	7 4.7	2	150 148
Mixed	100 5.5	88 4.8	178 9.8	256 14.1	418 23.0	356 19.6	248 13.6	85 4.7	38 2.1	53 2.9	9	1829 1820
Junior/Middle	50 11.6	57 13.3	79 18.4	83 19.3	89 20.7	40 9.3	21 4.9	5 1.2	2 .5	4 .9	4	434 430
Secondary	102 5.5	66 3.6	132 7.1	221 11.9	389 21.0	396 21.4	305 16.5	120 6.5	41 2.2	78 4.2	9	1859 1850
Higher Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	2 100.0	0 0.	0 0.	0 0.	1	3 2
Degree College	3 6.8	0 0.	1 2.3	0 0.	1 2.3	5 11.4	2 4.5	1 2.3	6 13.6	25 56.8	1	45 44
Urban	4 3.0	8 6.0	17 12.7	9 6.7	20 14.9	13 9.7	21 15.7	18 13.4	4 3.0	20 14.9	25	159 134
Semi-Urban	12 6.0	13 6.5	13 6.5	20 10.0	32 16.0	32 16.0	29 14.5	14 7.0	9 4.5	26 13.0	12	212 200
Rural	140	102	183	276	431	395	281	95	35	61	237	2236

Appendix IV .able 4

Frequency Distribution of All Else Per-pupil as Recurring Income for 1963-64 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	996 42.7	629 26.9	299 12.8	144 6.2	76 3.3	44 1.9	25 1.1	24 1.0	14 .6	84 3.6	274	2609 2335
Private Recognized Aided	985 42.7	625 27.1	296 12.8	142 6.2	76 3.3	42 1.8	24 1.0	23 1.0	14 .6	80 3.5	264	2571 2307
Private Recognized Unaided	7 36.8	3 15.8	2 10.5	1 5.3	0 0.	1 5.3	1 5.3	1 5.3	0 0.	3 15.8	1	20 19
Male	146 40.8	104 29.1	29 8.1	22 6.1	9 2.5	6 1.7	4 1.1	5 1.4	3 .8	30 8.4	10	368 358
Female	52 35.1	22 14.9	24 16.2	12 8.1	7 4.7	3 2.0	2 1.4	4 2.7	3 2.0	19 12.8	2	150 148
Mixed	796 43.7	500 27.5	245 13.5	110 6.0	59 3.2	35 1.9	18 1.0	15 .8	7 .4	35 1.9	9	1829 1820
Junior/Middle	190 44.2	94 21.9	59 13.7	37 8.6	17 4.0	8 1.9	6 1.4	6 1.4	3 .7	10 2.3	4	434 430
Secondary	792 42.8	524 28.3	229 12.4	106 5.7	56 3.0	34 1.8	17 .9	16 .9	10 .5	66 3.6	9	1859 1850
Higher Secondary	0 0.	2 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	3 2
Degree College	11 25.0	6 13.6	10 22.7	1 2.3	2 4.5	2 4.5	2 4.5	2 4.5	0 0.	8 18.2	1	15 14
Urban	50 37.3	29 21.6	19 14.2	9 6.7	6 4.5	3 2.2	3 2.2	3 2.2	1 .7	11 8.2	25	159 134
Semi-Urban	62 31.0	62 31.0	31 15.5	16 8.0	4 2.0	3 1.5	3 1.5	3 1.5	1 .5	15 7.5	12	212 200
Rural	882	538	249	119	66	38	19	18	12	58	237	2236

Appendix IV Table 5

Frequency Distribution of Government Aid Per-pupil as Recurring Incomes for 1967-68 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	687 20.0	993 28.9	959 27.9	375 10.9	135 3.9	60 1.7	35 1.0	26 .8	28 .8	143 4.2	464	3905 3441
Private Recognized Aided	603 18.0	987 29.5	955 28.6	375 11.2	135 4.0	60 1.8	35 1.0	25 .7	27 .8	143 4.3	437	3782 3345
Private Recognized Unaided	68 98.6	1 1.4	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	15	84 69
Male	65 14.2	100 21.9	139 30.4	65 14.2	13 2.8	6 1.3	2 .4	6 1.3	7 1.5	54 11.8	11	468 457
Female	41 16.0	52 20.2	56 21.8	29 11.3	23 8.9	11 4.3	5 1.9	10 3.9	8 3.1	22 8.6	2	259 257
Mixed	577 21.3	836 30.8	760 28.0	280 10.3	99 3.7	43 1.6	27 1.0	10 .4	13 .5	66 2.4	12	2723 2711
Junior/Middle	335 38.8	252 29.2	154 17.8	58 6.7	31 3.6	10 1.2	5 .6	1 .1	5 .6	12 1.4	5	868 863
Secondary	315 12.8	717 29.2	791 32.2	298 12.1	99 4.0	46 1.9	27 1.1	20 .8	20 .8	122 5.0	4	2459 2455
Higher Secondary	25 54.3	10 21.7	2 4.3	4 8.7	2 4.3	0 0.	0 0.	2 4.3	0 0.	1 2.2	7	53 46
Degree College	6 10.7	8 14.3	7 12.5	14 25.0	3 5.4	4 7.1	2 3.6	3 5.4	3 5.4	6 10.7	1	57 56
Urban	37 19.5	52 27.4	53 27.9	19 10.0	9 4.7	3 1.6	4 2.1	2 1.1	3 1.6	8 4.2	37	227 190
Semi-Urban	32 12.6	64 25.2	72 28.3	43 16.9	7 2.8	11 4.3	1 .4	2 .8	6 2.4	16 6.3	21	275 254
Rural	618	873	834	313	119	46	30	22	19	118	406	3398

Appendix IV Table 6

Frequency Distribution of Local Bodies' Aid Per-pupil as Recurring Income for 1967-68 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Tota.
Total	3186 92.6	189 5.5	30 .9	15 .4	3 .1	4 .1	4 .1	1 0.	1 0.	8 .2	464	3905 3441
Private Recog-nized Aided	3099 92.6	183 5.5	29 .9	13 .4	3 .1	4 .1	4 .1	1 0.	1 0.	8 .2	437	3782 3345
Private Recog-nized Unaided	69 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	15	84 69
Male	430 94.1	18 3.9	3 .7	0 0.	0 0.	1 .2	1 .2	0 0.	0 0.	4 .9	11	468 457
Female	200 77.8	31 12.1	10 3.9	8 3.1	2 .8	0 0.	2 .8	1 .4	0 0.	3 1.2	2	259 257
Mixed	2542 93.8	139 5.1	17 .6	7 .3	1 .0	2 .1	1 0.	0 0.	1 0.	1 0.	12	2723 2711
Junicr/Middle	740 85.7	98 11.4	13 1.5	4 .5	1 .1	3 .3	3 .3	0 0.	0 0.	1 .1	5	868 863
Secondary	2342 95.4	86 3.5	12 .5	9 .4	2 .1	0 0.	1 0.	0 0.	0 0.	3 .1	4	2459 2455
Higher Secondary	41 89.1	2 4.3	1 2.2	1 2.2	0 0.	0 0.	0 0.	1 2.2	0 0.	0 0.	7	53 46
Degree College	46 82.1	2 3.6	3 5.4	1 1.8	0 0.	0 0.	0 0.	0 0.	1 1.8	3 5.4	1	57 56
Urban	177 93.2	7 3.7	2 1.1	2 1.1	0 0.	0 0.	0 0.	0 0.	0 0.	2 1.1	37	227 190
Semi-Urban	227 89.4	17 6.7	5 2.0	2 .8	0 0.	0 0.	0 0.	1 .4	0 0.	2 .8	21	275 254
Rural	2778	164	23	11	3	4	4	0	1	4	406	3398

Appendix IV Table 7

Frequency Distribution of Fees Per-pupil as Recurring Income for 1967-68 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	135 3.9	155 4.5	229 6.7	418 12.1	578 16.8	699 20.3	584 17.0	322 9.4	121 3.5	200 5.8	464	3905 3441
Private Recognized Aided	131 3.9	150 4.5	214 6.4	394 11.8	563 16.8	688 20.6	575 17.2	317 9.5	119 3.6	194 5.8	437	3782 3345
Private Recognized Unaided	2 2.9	2 2.9	12 17.4	17 24.6	13 18.8	8 11.6	7 10.1	3 4.3	1 1.4	4 5.8	15	84 69
Male	14 3.1	8 1.8	12 2.6	33 7.2	52 11.4	66 14.4	102 22.3	65 14.2	25 5.5	80 17.5	11	468 457
Female	27 10.5	41 16.0	41 16.0	35 13.6	32 12.5	34 13.2	22 8.6	8 3.1	4 1.6	13 5.1	2	259 257
Mixed	93 3.4	105 3.9	174 6.4	348 12.8	491 18.1	596 22.0	457 16.9	249 9.2	92 3.4	106 3.9	12	2723 2711
Junior/Middle	36 4.2	92 10.7	119 13.8	205 23.8	178 20.6	143 16.6	60 7.0	14 1.6	7 .8	9 1.0	5	868 863
Secondary	94 3.8	60 2.4	107 4.4	206 8.4	395 16.1	549 22.4	515 21.0	302 12.3	104 4.2	123 5.0	4	2459 2455
Higher Secondary	2 4.3	1 2.2	1 2.2	4 8.7	1 2.2	2 4.3	4 8.7	4 8.7	5 10.9	22 47.8	7	53 46
Degree College	2 3.6	1 1.8	0 0.	0 0.	1 1.8	2 3.6	1 1.8	2 3.6	5 8.9	42 75.0	1	57 56
Urban	2 1.1	7 3.7	13 6.8	17 8.9	24 12.6	27 14.2	34 17.9	26 13.7	11 5.8	29 15.3	37	227 190
Semi-Urban	6 2.4	12 4.7	12 4.7	25 9.8	39 15.4	43 16.9	36 14.2	30 11.8	11 4.3	40 15.7	21	275 254
Rural	127	136	204	376	514	627	514	265	99	130	406	3398

Appendix IV Table 8

Frequency Distribution of All Else Per-pupil as Recurring Income for 1967-68 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	1291 37.5	914 26.6	471 13.7	272 7.9	129 3.7	92 2.7	60 1.7	37 1.1	39 1.1	136 4.0	464	3905 3441
Private Recognized Aided	1249 37.3	894 26.7	464 13.9	263 7.9	128 3.8	88 2.6	57 1.7	35 1.0	36 1.1	131 3.9	437	3782 3345
Private Recognized Unaided	28 40.6	16 23.2	7 10.1	6 8.7	0 0.	1 1.4	2 2.9	2 2.9	3 4.3	4 5.8	15	84 69
Male	166 36.3	115 25.2	56 12.3	27 5.9	13 2.8	10 2.2	9 2.0	4 .9	6 1.3	51 11.2	11	468 457
Female	83 32.3	43 16.7	35 13.6	23 8.9	15 5.8	16 6.2	8 3.1	7 2.7	5 1.9	22 8.6	2	259 257
Mixed	1036 38.2	752 27.7	379 14.0	222 8.2	100 3.7	65 2.4	41 1.5	25 .9	28 1.0	63 2.3	12	2723 2711
Junior/Middle	345 40.0	193 22.4	118 13.7	77 8.9	39 4.5	26 3.0	20 2.3	9 1.0	10 1.2	26 3.0	5	868 863
Secondary	919 37.4	704 28.7	337 13.7	181 7.4	88 3.6	58 2.4	33 1.3	25 1.0	20 .8	90 3.7	4	2459 2455
Higher Secondary	9 19.6	2 4.3	6 13.0	4 8.7	0 0.	4 8.7	4 8.7	1 2.2	6 13.0	10 21.7	7	53 46
Degree College	10 17.9	11 19.6	8 14.3	10 17.9	1 1.8	2 3.6	1 1.8	1 1.8	3 5.4	9 16.1	1	57 56
Urban	65 34.2	41 21.6	33 17.4	17 8.9	8 4.2	9 4.7	2 1.1	1 .5	2 1.1	12 6.3	37	227 190
Semi-Urban	79 31.1	76 29.9	29 11.4	19 7.5	9 3.5	6 2.4	9 3.5	2 .8	4 1.6	21 3.3	21	275 254
Rural	1145	797	407	235	112	77	49	34	33	103	406	3398

Appendix IV Table 9

Frequency Distribution of Government Aid Per-pupil as Non-recurring Income for 1963-64

(in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	716 53.0	227 16.8	92 6.8	59 4.4	51 3.8	26 1.9	22 1.6	24 1.8	24 1.8	111 8.2	146	1498 1352
Private Recognized Aided	707 52.7	227 16.9	92 6.9	58 4.3	50 3.7	26 1.9	22 1.6	24 1.8	24 1.8	111 8.3	142	1483 1341
Private Recognized Unaided	7 87.5	0 0.	0 0.	0 0.	1 12.5	0 0.	0 0.	0 0.	0 0.	0 0.	0	8 8
Male	102 48.3	41 19.4	13 6.2	11 5.2	10 4.7	3 1.4	2 .9	2 .9	4 1.9	23 10.9	5	216 211
Female	48 55.8	6 7.0	6 7.0	6 7.0	2 2.3	1 1.2	4 4.7	0 0.	1 1.2	12 14.0	1	87 86
Mixed	564 53.7	179 17.0	73 6.9	42 4.0	39 3.7	22 2.1	16 1.5	22 2.1	19 1.8	75 7.1	6	1057 1051
Junior/Middle	143 73.7	21 10.8	9 4.6	5 2.6	0 0.	1 .5	1 .5	2 1.0	1 .5	11 5.7	0	194 194
Secondary	562 50.4	199 17.9	77 6.9	51 4.6	51 4.6	22 2.0	19 1.7	21 1.9	23 2.1	89 8.0	6	1120 1114
Higher Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1 100.0	1	2 1
Degree College	9 22.5	6 15.0	6 15.0	3 7.5	0 0.	3 7.5	2 5.0	1 2.5	0 0.	10 25.0	1	41 40
Urban	39 45.3	19 22.1	2 2.3	3 3.5	1 1.2	3 3.5	4 4.7	2 2.3	3 3.5	10 11.6	11	97 86
Semi-Urban	48 40.3	26 21.8	9 7.6	8 6.7	5 4.2	4 3.4	1 .8	2 1.7	4 3.4	12 10.1	8	127 119
Rural	629	181	81	48	45	19	17	20	17	89	127	1273

Appendix IV Table 10

Frequency Distribution of Local Bodies' Aid Per-pupil as Non-recurring Income for 1963-64 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	1262 93.3	63 4.7	12 .9	3 .2	2 .1	4 .3	1 .1	0 0.	1 .1	4 .3	146	1498 1352
Private Recognized Aided	1251 93.3	63 4.7	12 .9	3 .2	2 .1	4 .3	1 .1	0 0.	1 .1	4 .3	142	1483 1341
Private Recognized Unaided	8 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0	8 8
Male	199 94.3	5 2.4	2 .9	1 .5	0 0.	2 .9	0 0.	0 0.	0 0.	2 .9	5	216 211
Female	75 87.2	5 5.8	1 1.2	1 1.2	1 1.2	0 0.	0 0.	0 0.	1 1.2	2 2.3	1	87 86
Mixed	985 93.7	52 4.9	9 .9	1 .1	1 .1	2 .2	1 .1	0 0.	0 0.	0 0.	6	1057 1051
Junior/Middle	180 92.8	12 6.2	1 .5	1 .5	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0	194 194
Secondary	1048 94.1	47 4.2	10 .9	2 .2	2 .2	3 .3	1 .1	0 0.	1 .1	0 0.	6	1120 1114
Higher Secondary	1 100.0	0. 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	2 1
Degree College	31 77.5	3 7.5	1 2.5	0 0.	0 0.	1 2.5	0 0.	0 0.	0 0.	4 10.0	1	41 40
Urban	83 96.5	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	3 3.5	11	97 86
Semi-Urban	111 93.3	5 4.2	1 .8	0 0.	0 0.	1 .8	0 0.	0 0.	0 0.	1 .8	8	127 119
Rural	1067	58	11	3	2	3	1	0	1	0	127	1273

Appendix IV Table 11

Frequency Distribution of Fees Per-pupil as Non-recurring Income for 1963-64 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	1189 87.9	36 2.7	20 1.5	22 1.6	26 1.9	24 1.8	12 .9	11 .8	4 .3	8 .6	146	1498 1352
Private Recognized Aided	1179 87.9	35 2.6	20 1.5	22 1.6	26 1.9	24 1.8	12 .9	11 .8	4 .3	8 .6	142	1483 1341
Private Recognized Unaided	8 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0	8 8
Male	190 90.0	5 2.4	2 .9	2 .9	2 .9	3 1.4	2 .9	3 1.4	0 0.	2 .9	5	216 211
Female	74 86.0	3 3.5	6 7.0	1 1.2	1 1.2	0 0.	0 0.	0 0.	0 0.	1 1.2	1	87 86
Mixed	922 87.7	28 2.7	12 1.1	18 1.7	23 2.2	21 2.0	10 1.0	8 .8	4 .4	5 .5	6	1057 1051
Junior/Middle	161 83.0	12 6.2	8 4.1	6 3.1	4 2.1	2 1.0	1 .5	0 0.	0 0.	0 0.	0	194 194
Secondary	989 88.8	24 2.2	12 1.1	15 1.3	22 2.0	21 1.9	11 1.0	11 1.0	3 .3	6 .5	6	1120 1114
Higher Secondary	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	2 1
Degree College	36 90.0	0 0.	0 0.	0 0.	0 0.	1 2.5	0 0.	0 0.	1 2.5	2 5.0	1	41 40
Urban	81 94.2	0 0.	0 0.	0 0.	2 2.3	0 0.	0 0.	1 1.2	1 1.2	1 1.2	11	97 86
Semi-Urban	111 93.3	2 1.7	2 1.7	0 0.	1 .8	2 1.7	0 0.	0 0.	0 0.	1 .8	8	127 119
Rural	996 86.9	34 3.0	18 1.6	22 1.9	23 2.0	22 1.9	12 1.0	10 .9	3 .3	6 .5	127	1273 1147

Appendix IV Table 12

Frequency Distribution of All Else Per-pupil as Non-recurring Income for 1963-64 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	712 52.7	296 21.9	124 9.2	79 5.8	31 2.3	24 1.8	15 1.1	17 1.3	5 .4	49 3.6	146	1498 1352
Private Recognized Aided	705 52.6	295 22.0	124 9.2	77 5.7	31 2.3	24 1.8	15 1.1	17 1.3	5 .4	48 3.6	142	1483 1341
Private Recognized Unaided	5 62.5	1 12.5	0 0.	1 12.5	0 0.	0 0.	0 0.	0 0.	0 0.	1 12.5	0	8 8
Male	117 55.5	38 18.0	14 6.6	8 3.8	4 1.9	6 2.8	4 1.9	2 .9	1 .5	17 8.1	5	216 211
Female	32 37.2	11 12.8	10 11.6	8 9.3	3 3.5	5 5.8	2 2.3	3 3.5	1 1.2	11 12.8	1	87 86
Mixed	561 53.4	247 23.5	99 9.4	62 5.9	24 2.3	13 1.2	9 .9	12 1.1	3 .3	21 2.0	6	1057 1051
Junior/Middle	75 38.7	55 28.4	26 13.4	17 8.8	3 1.5	3 1.5	1 .5	4 2.1	1 .5	9 4.6	0	194 194
Secondary	613 55.0	237 21.3	94 8.4	60 5.4	26 2.3	20 1.8	14 1.3	11 1.0	4 .4	35 3.1	6	1120 1114
Higher Secondary	0 0.	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	2 1
Degree College	23 57.5	3 7.5	3 7.5	1 2.5	2 5.0	1 2.5	0 0.	2 5.0	0 0.	5 12.5	1	41 40
Urban	51 59.3	17 19.8	6 7.0	2 2.3	1 1.2	3 3.5	0 0.	0 0.	0 0.	6 7.0	11	97 86
Semi-Urban	71 59.7	21 17.6	10 8.4	0 0.	3 2.5	4 3.4	1 .8	2 1.7	0 0.	7 5.9	8	127 119
Rural	589 51.4	258 22.5	108 9.4	77 6.7	27 2.4	17 1.5	14 1.2	15 1.3	5 .4	36 3.1	127	1273 1127

Frequency Distribution of Government Aid Per-pupil as Non-recurring income for 1967-68
(in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	1064 50.6	314 14.9	156 7.4	83 3.9	71 3.4	57 2.7	52 2.5	40 1.9	52 2.5	214 10.2	252	2355 2103
Private Recognized Aided	1028 49.9	312 15.1	155 7.5	83 4.0	68 3.3	57 2.8	52 2.5	40 1.9	52 2.5	213 10.3	247	2307 2060
Private Recognized Unaided	27 87.1	1 3.2	1 3.2	0 0.	2 6.5	0 0.	0 0.	0 0.	0 0.	0 0.	3	34 31
Male	127 42.9	51 17.2	19 6.4	12 4.1	12 4.1	9 3.0	7 2.4	0 3.0	7 2.4	43 14.5	5	301 296
Female	81 50.6	14 8.8	10 6.3	7 4.4	6 3.8	1 .6	5 3.1	1 .6	3 1.9	32 20.0	2	162 160
Mixed	852 52.0	247 15.1	126 7.7	64 3.9	53 3.2	47 2.9	40 2.4	30 1.8	42 2.6	139 8.5	5	1645 1640
Junior/Middle	333 77.1	42 9.7	18 4.2	5 1.2	8 1.9	1 .2	3 .7	3 .7	8 1.9	11 2.5	2	434 432
Secondary	702 44.2	257 16.2	124 7.8	73 4.6	60 3.8	55 3.5	47 3.0	36 2.3	43 2.7	192 12.1	1	1590 1589
Higher Secondary	12 48.0	6 24.0	3 12.0	0 0.	1 4.0	0 0.	1 4.0	0 0.	0 0.	2 8.0	3	28 25
Degree College	11 23.4	7 14.9	10 21.3	5 10.	2 4.3	1 2.1	1 2.1	1 2.1	1 2.1	8 17.0	1	48 47
Urban	54 42.2	28 21.9	11 8.6	4 3.1	10 7.8	3 2.3	2 1.6	3 2.3	0 0.	13 10.2	17	145 128
Semi-Urban	76 43.2	24 13.6	20 11.4	11 6.3	11 6.3	7 4.0	6 3.4	3 1.7	5 2.8	13 7.4	10	186 176
Rural	934 52.0	260 14.5	125 7.0	68 3.8	50 2.8	47 2.6	44 2.4	34 1.9	47 2.6	188 10.5	225	2022 1797

Frequency Distribution of Local Bodies' Aid Per-pupil as Non-recurring Income for 1967-68 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	1992 94.7	69 3.3	13 .6	6 .3	10 .5	2 .1	2 .1	0 0.	2 .1	7 .3	252	2355 2103
Private Recognized Aided	1951 94.7	68 3.3	13 .6	6 .3	9 .4	2 .1	2 .1	0 0.	2 .1	7 .3	247	2307 2060
Private Recognized Unaided	31 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	3	34 31
Male	287 97.0	4 1.4	1 .3	1 .3	1 .3	1 .3	0 0.	0 0.	0 0.	1 .3	5	301 296
Female	133 83.1	16 10.0	3 1.9	1 .6	3 1.9	1 .6	2 1.3	0 0.	0 0.	1 .6	2	162 160
Mixed	1565 95.4	49 3.0	9 .5	4 .2	6 .4	0 0.	0 0.	0 0.	2 .1	5 .3	5	1645 1640
Junior/Middle	406 94.0	22 5.1	1 .2	0 0.	3 .7	0 0.	0 0.	0 0.	0 0.	0 0.	2	434 432
Secondary	1516 95.4	45 2.8	11 .7	4 .3	5 .3	1 .1	2 .1	0 0.	2 .1	3 .2	1	1590 1589
Higher Secondary	19 76.0	1 4.0	0 0.	2 8.0	2 8.0	0 0.	0 0.	0 0.	0 0.	1 4.0	3	28 25
Degree College	41 87.2	1 2.1	1 2.1	0 0.	0 0.	1 2.1	0 0.	0 0.	0 0.	3 6.4	1	48 47
Urban	122 95.3	1 .8	2 1.6	0 0.	1 .8	1 .8	0 0.	0 0.	0 0.	1 .8	17	145 128
Semi-Urban	164 93.2	7 4.0	0 0.	0 0.	1 .6	0 0.	2 1.1	0 0.	0 0.	2 1 1	10	186 176
Rural	1704 94.8	61 3.4	11 .6	6 .3	8 .4	1 .1	0 0.	0 0.	2 .1	4 .2	225	2022 1797

Frequency Distribution of Fees Per-pupil as Non-recurring Income for 1967-68 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	1824 86.7	45 2.1	28 1.3	38 1.8	43 2.0	45 2.1	41 1.9	12 .6	8 .4	19 .9	252	2355 2103
Private Recognized Aided	1788 86.8	42 2.0	26 1.3	38 1.8	42 2.0	45 2.2	41 2.0	12 .6	7 .3	19 .9	247	2307 2060
Private Recognized Unaided	25 80.6	3 9.7	1 3.2	0 0.	1 3.2	0 0.	0 0.	0 0.	1 3.2	0 0.	3	34 31
Male	265 89.5	4 1.4	2 .7	6 2.0	3 1.0	3 1.0	4 1.4	1 .3	2 .7	6 2.0	5	301 296
Female	139 86.9	5 3.1	2 1.3	4 2.5	5 3.1	3 1.9	1 .6	0 0.	0 0.	1 .6	2	162 160
Mixed	1414 86.2	36 2.2	23 1.4	28 1.7	35 2.1	39 2.4	36 2.2	11 .7	6 .4	12 .7	5	1645 1640
Junior/Middle	352 81.5	12 2.8	15 3.5	15 3.5	13 3.0	13 3.0	7 1.6	1 .2	3 .7	1 .2	2	434 432
Secondary	1397 87.9	32 2.0	11 .7	23 1.4	30 1.9	32 2.0	34 2.1	11 .7	4 .3	15 .9	1	1590 1589
Higher Secondary	24 96.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1 4.0	0 0.	3	28 25
Degree College	42 89.4	1 2.1	1 2.1	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	3 6.4	1	48 47
Urban	122 95.3	0 0.	1 .8	2 1.6	0 0.	0 0.	1 .8	1 .8	0 0.	1 .8	17	145 128
Semi-Urban	159 90.3	4 2.3	2 1.1	1 .6	2 1.1	3 1.7	3 1.7	0 0.	0 0.	2 1.1	10	186 176
Rural	1541 85.8	41 2.3	25 1.4	35 1.9	41 2.3	42 2.3	37 2.1	11 .6	8 .4	16 .9	225	2022 1797

Appendix IV Table 16

Frequency Distribution of All Else Per-pupil as Non-recurring Income for 1967-68 (in rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	1060 50.4	454 21.6	200 9.5	130 6.2	66 3.1	35 1.7	32 1.5	24 1.1	12 .6	90 4.3	252	2355 2103
Private Recognized Aided	1041 50.5	445 21.6	197 9.6	127 6.2	63 3.1	35 1.7	32 1.6	23 1.1	11 .5	86 4.2	247	2307 2060
Private Recognized Unaided	13 41.9	6 19.4	2 6.5	2 6.5	3 9.7	0 0.	0 0.	1 3.2	1 3.2	3 9.7	3	34 31
Male	172 58.1	45 15.2	20 6.8	13 4.4	9 3.0	4 1.4	2 .7	2 .7	1 .3	28 9.5	5	301 296
Female	77 48.1	20 12.5	14 8.8	11 6.9	6 3.8	6 3.8	3 1.9	5 3.1	3 1.9	15 9.4	2	162 160
Mixed	809 49.3	387 23.6	164 10.0	105 6.4	51 3.1	25 1.5	27 1.6	17 1.0	8 .5	47 2.9	5	1645 1640
Junior/Middle	166 38.4	106 24.5	46 10.6	37 8.6	22 5.1	14 3.2	11 2.5	9 2.1	3 .7	18 4.2	2	434 432
Secondary	855 53.8	337 21.2	147 9.3	90 5.7	41 2.6	17 1.1	20 1.3	14 .9	8 .5	60 3.8	1	1590 1589
Higher Secondary	8 32.0	3 12.0	1 4.0	1 4.0	1 4.0	1 4.0	0 0.	1 4.0	1 4.0	8 32.0	3	28 25
Degree College	28 59.6	6 12.8	4 8.5	1 2.1	0 0.	3 6.4	1 2.1	0 0.	0 0.	4 8.5	1	48 47
Urban	85 66.4	16 12.5	10 7.8	3 2.3	0 0.	4 3.1	1 .8	1 .8	0 0.	8 6.3	17	145 128
Semi-Urban	102 58.0	36 20.5	12 6.8	5 2.8	1 .6	5 2.8	1 .6	0 0.	1 .6	13 7.4	10	186 176
Rural	871 48.5	402 22.4	178 9.9	122 6.8	65 3.6	26 1.4	30 1.7	23 1.3	11 .6	69 3.8	225	2022 1797

Appendix IV Table 17

Frequency Distribution of Capital Assets per-pupil for 1967-68 (in Rupees)

Enrollment	0-99	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900 or more	Others	Total
Total	1817 51.4	503 14.2	355 10.0	276 7.8	155 4.4	127 3.6	90 2.5	47 1.3	35 1.0	129 3.7	497	4031 3534
Private Recognized Aided	1754 51.0	487 14.2	349 10.2	272 7.9	154 4.5	126 3.7	88 2.6	46 1.3	35 1.0	125 3.6	466	3902 3436
Private Recognized Unaided	46 65.7	13 18.6	4 5.7	3 4.3	0 0.	1 1.4	2 2.9	0 0.	0 0.	1 1.4	16	86 70
Male	204 44.3	52 11.3	37 8.0	39 8.5	20 4.3	24 5.2	14 3.0	14 3.0	5 1.1	52 11.3	11	472 461
Female	125 47.7	33 12.6	24 9.2	17 6.5	13 5.0	13 5.0	10 3.8	6 2.3	4 1.5	17 6.5	2	264 262
Mixed	1472 52.7	416 14.9	294 10.5	220 7.9	121 4.3	90 3.2	66 2.4	27 1.0	26 .9	59 2.1	13	2804 2791
Junior/Middle	503 56.0	177 19.7	89 9.9	54 6.0	25 2.8	13 1.4	10 1.1	7 .8	7 .8	13 1.4	7	905 898
Secondary	1251 49.9	319 12.7	259 10.3	216 8.6	126 5.0	111 4.4	74 2.9	35 1.4	24 1.0	94 3.7	4	2513 2509
Higher Secondary	23 50.0	3 6.5	4 8.7	3 6.5	3 6.5	0 0.	3 6.5	2 4.3	0 0.	5 10.9	7	53 46
Degree College	22 38.6	2 3.5	3 5.3	3 5.3	0 0.	3 5.3	3 5.3	3 5.3	3 5.3	15 26.3	1	58 57
Urban	97 50.5	17 8.9	15 7.8	17 8.9	10 5.2	5 2.6	6 3.1	5 2.6	5 2.6	15 7.8	38	230 192
Semi-Urban	107 41.2	21 8.1	26 10.0	20 7.7	21 8.1	12 4.6	10 3.8	6 2.3	7 2.7	30 11.5	21	281 260
Rural	1605	465	314	239	124	110	74	36	23	84	437	3511

Appendix IV Table 18

Frequency Distribution of Reserve Fund per-pupil for 1967-68 (in Rupees)

Enrollment	0-99	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900 or more	Others	Total
Total	3477 98.4	32 .9	10 .3	5 .1	2 .1	2 .1	1 0.	2 .1	1 0.	2 .1	497	4031 3534
Private Recognized Aided	3379 98.3	32 .9	10 .3	5 .1	2 .1	2 .1	1 0.	2 .1	1 0.	2 .1	466	3902 3436
Private Recognized Unaided	70 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	16	86 70
Male	418 90.7	22 4.8	10 2.2	5 1.1	1 .2	2 .4	1 .2	1 .2	1 .2	0 0.	11	472 461
Female	258 98.5	2 .8	0 0.	0 0.	1 .4	0 0.	0 0.	0 0.	0 0.	1 .4	2	264 262
Mixed	2781 99.6	8 .3	0 0.	0 0.	0 0.	0 0.	0 0.	1 0.	0 0.	1 0.	13	2804 2791
Junior/Middle	896 99.8	2 .2	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	7	905 898
Secondary	2468 98.4	24 1.0	8 .3	5 .2	1 0.	1 0.	1 0.	0 0.	1 0.	0 0.	4	2513 2509
Higher Secondary	39 84.8	4 8.7	1 2.2	0 0.	0 0.	1 2.2	0 0.	1 2.2	0 0.	0 0.	7	53 46
Degree College	52 91.2	1 1.8	1 1.8	0 0.	1 1.8	0 0.	0 0.	1 1.8	0 0.	1 1.8	1	58 57
Urban	189 98.4	1 .5	1 .5	0 0.	1 .5	0 0.	0 0.	0 0.	0 0.	0 0.	38	230 192
Semi-Urban	251 96.5	3 1.2	1 .4	0 0.	1 .4	2 .8	0 0.	1 .4	0 0.	1 .4	21	281 260
Rural	3029	28	8	5	0	0	1	1	1	1	437	3511 3074

Appendix IV Table 19

Frequency Distribution of Principal's Salary per-pupil as Recurring Expenditure for 1963-64 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	492 20.6	1300 54.3	458 19.1	79 3.3	16 .7	8 .3	3 .1	2 .1	2 .1	33 1.4	271	2664 2393
Private Recognized Aided	484 20.5	1287 54.4	454 19.2	78 3.3	15 .6	7 .3	3 .1	2 .1	2 .1	33 1.4	261	2626 2365
Private Recognized Unaided	6 31.6	8 42.1	3 15.8	1 5.3	0 0.	1 5.3	0 0.	0 0.	0 0.	0 0.	1	20 19
Male	83 22.7	212 57.9	30 8.2	8 2.2	1 .3	1 .3	0 0.	1 .3	1 .3	29 7.9	9	375 366
Female	43 28.1	58 37.9	28 18.3	14 9.2	6 3.9	1 .7	2 1.3	0 0.	1 .7	0 0.	2	155 153
Mixed	362 19.4	1027 55.1	399 21.4	57 3.1	9 .5	5 .3	1 .1	1 .1	0 0.	4 .2	9	1874 1865
Junior/Middle	96 21.7	116 26.2	180 40.6	36 8.1	8 1.8	3 .7	2 .5	0 0.	1 .2	1 .2	4	447 443
Secondary	384 20.3	1154 60.9	269 14.2	40 2.1	8 .4	4 .2	1 .1	2 .1	1 .1	31 1.6	8	1902 1894
Higher Secondary	0 0.	2 66.7	1 33.3	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	4 3
Degree College	8 17.8	26 57.8	7 15.6	3 6.7	0 0.	0 0.	0 0.	0 0.	0 0.	1 2.2	1	46 49
Urban	41 30.4	70 51.9	18 13.3	2 1.5	0 0.	2 1.5	0 0.	1 .7	0 0.	1 .7	24	159 135
Semi-Urban	40 19.8	129 63.9	21 10.4	4 2.0	3 1.5	1 .5	0 0.	1 .5	0 0.	3 1.5	11	213 202
Rural	411	1100	418	73	13	5	3	0	2	29	236	2290

Appendix IV Table 20

Frequency Distribution of Teachers' Salary per-pupil as Recurring Expenditure for 1963-64 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	81 3.4	108 4.5	299 12.5	475 19.8	574 24.0	366 15.3	241 10.1	92 3.8	44 1.8	113 4.7	271	2664 2393
Private Recognized Aided	78 3.3	108 4.6	292 12.3	470 19.9	571 24.1	362 15.3	240 10.1	91 3.8	44 1.9	109 4.6	261	2626 2365
Private Recognized Unaided	3 15.8	0 0.	6 31.6	1 5.3	2 10.5	2 10.5	1 5.3	1 5.3	0 0.	3 15.8	1	20 19
Male	14 3.8	1 .3	24 6.6	52 14.2	91 24.9	64 17.5	48 13.1	18 4.9	6 1.6	48 13.1	9	375 366
Female	4 2.6	12 7.8	24 15.7	26 17.0	25 16.3	16 10.5	10 6.5	3 2.0	8 5.2	25 16.3	2	155 153
Mixed	63 3.4	94 5.0	251 13.5	397 21.3	455 24.4	282 15.1	183 9.8	71 3.8	30 1.6	39 2.1	9	1874 1865
Junior/Middle	22 5.0	48 10.8	102 23.0	105 23.7	73 16.5	33 7.4	25 5.6	8 1.8	7 1.6	20 4.5	4	447 443
Secondary	57 3.0	59 3.1	197 10.4	368 19.4	493 26.0	326 17.2	206 10.9	80 4.2	31 1.6	77 4.1	8	1902 1894
Higher Secondary	0 0.	0 0.	0 0.	1 33.3	1 33.3	0 0.	0 0.	0 0.	1 33.3	0 0.	1	4 3
Degree College	2 4.4	0 0.	0 0.	1 2.2	5 11.1	3 6.7	10 22.2	4 8.9	5 11.1	15 33.3	1	46 45
Urban	3 2.2	2 1.5	9 6.7	25 18.5	34 25.2	17 12.6	18 13.3	7 5.2	6 4.4	14 10.4	24	159 135
Semi-Urban	5 2.5	0 .0.	19 9.4	33 16.3	43 21.3	31 15.3	29 14.4	14 6.9	7 3.5	21 10.4	11	213 202
Rural	73	106	271	416	497	318	193	71	31	78	236	2290

Appendix IV Table 21

Frequency Distribution of Other Salaries per-pupil as Recurring Expenditure for 1963-64 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	1314 54.9	864 36.1	120 5.0	27 1.1	12 .5	8 .3	14 .6	4 .2	9 .4	21 .9	271	2664 2393
Private Recog-ized Aided	1293 54.7	860 36.4	119 5.0	26 1.1	12 .5	7 .3	14 .6	4 .2	9 .4	21 .9	261	2626 2365
Private Recog-ized Unaided	14 73.7	4 21.1	1 5.3	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	20 19
Male	153 41.8	151 41.3	21 5.7	2 .5	4 1.1	2 .5	8 2.2	3 .8	6 1.6	16 4.4	9	375 366
Female	69 45.1	49 32.0	20 13.1	6 3.9	2 1.3	3 2.0	2 1.3	0 0.	1 .7	1 .7	2	155 153
Mixed	1088 58.3	661 35.4	78 4.2	18 1.0	6 .3	3 .2	4 .2	1 .1	2 .1	4 .2	9	1874 1865
Junior/Middle	301 67.9	120 27.1	16 3.6	1 .2	2 .5	1 .2	2 .5	0 0.	0 0.	0 0.	4	447 443
Secondary	1006 53.1	730 38.5	88 4.6	18 1.0	7 .4	6 .3	9 .5	4 .2	8 .4	18 1.0	8	1902 1894
Higher Secondary	0 0.	1 33.3	2 66.7	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	4 3
Degree College	3 6.7	11 24.4	13 28.9	7 15.6	3 6.7	1 2.2	3 6.7	0 0.	1 2.2	3 6.7	1	46 45
Urban	57 42.2	56 41.5	11 8.1	4 3.0	0 0.	2 1.5	0 0.	0 0.	1 .7	4 3.0	24	159 135
Semi-Urban	78 38.6	80 39.6	23 11.4	11 5.4	4 2.0	0 0.	4 2.0	0 0.	0 0.	2 1.0	11	213 202
Rural	1178	727	86	12	8	6	10	4	8	15	236	2290

Appendix IV Table 22

Frequency Distribution of Maintenance Cost per-pupil as Recurring Expenditure for 1963-64 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	2050 85.7	243 10.2	36 1.5	22 .9	8 .3	7 .3	7 .3	1 0.	1 0.	18 .8	271	2664 2393
Private Recognized Aided	2028 85.8	240 10.1	35 1.5	22 .9	7 .3	7 .3	7 .3	1 0.	1 0.	17 .7	261	2626 2365
Private Recognized Unaided	16 84.2	1 5.3	0 0.	0 0.	1 5.3	0 0.	0 0.	0 0.	0 0.	1 5.3	1	20 19
Male	307 83.9	24 6.6	12 3.3	5 1.4	2 .5	4 1.1	2 .5	0 0.	1 .3	9 2.5	9	375 366
Female	133 86.9	15 9.8	2 1.3	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	3 2.0	2	155 153
Mixed	1602 85.9	203 10.9	22 1.2	17 .9	6 .3	3 .2	5 .3	1 .1	0 0.	6 .3	9	1874 1865
Junior/Middle	394 88.9	40 9.0	5 1.1	2 .5	1 .2	0 0.	0 0.	0 0.	0 0.	1 .2	4	447 443
Secondary	1618 85.4	194 10.2	29 1.5	18 1.0	7 .4	7 .4	6 .3	1 .1	1 .1	13 .7	8	1902 1894
Higher Secondary	3 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	4 3
Degree College	28 62.2	8 17.8	2 4.4	2 4.4	0 0.	0 0.	1 2.2	0 0.	0 0.	4 8.9	1	46 45
Urban	112 83.0	14 10.4	3 2.2	2 1.5	0 0.	0 0.	0 0.	0 0.	0 0.	4 3.0	24	159 135
Semi-Urban	172 85.1	19 9.4	3 1.5	3 1.5	0 0.	1 .5	1 .5	0 0.	0 0.	3 1.5	11	213 202
Rural	1765	209	30	17	8	6	6	1	1	11	236	2290

Appendix IV Table 23

Frequency Distribution of All Else per-pupil as Recurring Expenditure for 1963-64 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	1580 66.0	468 19.6	170 7.1	62 2.6	30 1.3	19 .8	10 .4	3 .1	5 .2	46 1.9	271	2664 2393
Private Recognized Aided	1557 65.8	467 19.7	168 7.1	61 2.6	30 1.3	18 .8	10 .4	3 .1	5 .2	46 1.9	261	2626 2365
Private Recognized Unaided	16 84.2	0 0.	1 5.3	1 5.3	0 0.	1 5.3	0 0.	0 0.	0 0.	0 0.	1	20 19
Male	205 56.0	82 22.4	28 7.7	10 2.7	8 2.2	3 .8	3 .8	1 .3	0 0.	26 7.1	9	375 366
Female	102 66.7	19 12.4	14 9.2	6 3.9	3 2.0	1 .7	0 0.	0 0.	2 1.3	6 3.9	2	155 153
Mixed	1266 67.9	366 19.6	128 6.9	45 2.4	19 1.0	15 .8	7 .4	2 .1	3 .2	14 .8	9	1874 1865
Junior/Middle	361 81.5	56 12.6	18 4.1	3 .7	0 0.	0 0.	1 .2	0 0.	1 .2	3 .7	4	447 443
Secondary	1205 63.6	398 21.0	140 7.4	53 2.8	28 1.5	19 1.0	9 .5	3 .2	4 .2	35 1.8	8	1902 1894
Higher Secondary	2 66.7	1 33.3	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	4 3
Degree College	5 11.1	13 28.9	12 26.7	5 11.1	2 4.4	0 0.	0 0.	0 0.	0 0.	8 17.8	1	46 45
Urban	70 51.9	27 20.0	12 8.9	11 8.1	3 2.2	3 2.2	0 0.	1 .7	2 1.5	6 4.4	24	159 135
Semi-Urban	166 57.4	38 18.8	21 10.4	9 4.5	7 3.5	0 0.	3 1.5	0 0.	1 .5	7 3.5	11	213 202
Rural	1392	403	137	42	20	16	7	2	2	33	236	2290 2054

Appendix IV Table 24

Frequency Distribution of Principal's Salary per-pupil as Recurring Expenditure for 1967-68 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	659 18.8	1911 54.6	727 20.8	103 2.9	25 .7	12 .3	7 .2	3 .1	2 .1	51 1.5	466	3966 3500
Private Recognized Aided	636 18.7	1872 55.0	701 20.6	98 2.9	24 .7	12 .4	7 .2	3 .1	2 .1	51 1.5	441	3847 3406
Private Recognized Unaided	15 21.7	31 44.9	19 27.5	3 4.3	1 1.4	0 0.	0 0.	0 0.	0 0.	0 0.	13	82 69
Male	93 20.3	249 54.2	58 12.6	9 2.0	2 .4	2 .4	1 .2	2 .4	1 .2	42 9.2	11	470 459
Female	63 24.2	92 35.4	66 25.4	23 8.8	8 3.1	4 1.5	2 .8	0 0.	0 0.	2 .8	2	262 260
Mixed	499 18.0	1564 56.5	599 21.7	70 2.5	15 .5	6 .2	4 .1	1 0.	1 0.	7 .3	12	2778 2766
Junior/Middle	181 20.3	239 26.8	380 42.6	70 7.8	13 1.5	6 .7	1 .1	1 .1	0 0.	2 .2	5	898 893
Secondary	450 18.1	1619 65.1	327 13.1	26 1.0	9 .4	5 .2	4 .2	2 .1	1 .0	44 1.8	4	2491 2487
Higher Secondary	8 17.8	14 31.1	9 20.0	6 13.3	3 6.7	1 2.2	2 4.4	0 0.	0 0.	2 4.4	7	52 45
Degree College	14 25.0	34 60.7	6 10.7	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	2 3.6	1	57 56
Urban	45 23.9	108 57.4	25 13.3	4 2.1	2 1.1	1 .5	1 .5	0 0.	0 0.	2 1.1	35	223 188
Semi-Urban	52 20.2	160 62.3	31 12.1	6 2.3	1 .4	0 0.	1 .4	0 0.	1 .4	5 1.9	21	278 257
Rural	562 18.4	1640 53.8	669 21.9	93 3.0	22 .7	11 .4	5 .2	3 .1	1 0.	44 1.4	410	3460 3050

Appendix IV Table 25

Frequency Distribution of Teachers' Salary per-pupil as Recurring Expenditure for 1967-68 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	70 2.0	90 2.6	289 8.3	566 16.2	734 21.0	709 20.3	491 14.0	226 6.5	103 2.9	222 6.3	466	3966 3500
Private Recognized Aided	66 1.9	79 2.3	268 7.9	549 16.1	718 21.1	696 20.4	489 14.4	223 6.5	102 3.0	216 6.3	441	3847 3406
Private Recognized Unaided	4 5.8	9 13.0	15 21.7	14 20.3	12 17.4	8 11.6	1 1.4	1 1.4	0 0.	5 7.2	13	82 69
Male	7 1.5	3 .7	12 2.6	45 9.8	91 19.8	89 19.4	72 15.7	45 9.8	13 2.8	82 17.9	11	470 459
Female	7 2.7	6 2.3	24 9.2	46 17.7	31 11.9	41 15.8	32 12.3	21 8.1	11 4.2	41 15.8	2	262 260
Mixed	55 2.0	80 2.9	252 9.1	473 17.1	607 21.9	577 20.9	385 13.9	160 5.8	78 2.8	99 3.6	12	2778 2766
Junior/Middle	25 2.8	59 6.6	166 18.6	236 26.4	157 17.6	127 14.2	66 7.4	26 2.9	14 1.6	17 1.9	5	898 893
Secondary	43 1.7	27 1.1	120 4.8	324 13.0	565 22.7	571 23.0	417 16.8	186 7.5	79 3.2	155 6.2	4	2491 2487
Higher Secondary	1 2.2	2 4.4	2 4.4	0 0.	2 4.4	8 17.8	4 8.9	9 20.0	4 8.9	13 28.9	7	52 45
Degree College	0 0.	1 1.8	0 0.	4 7.1	3 5.4	1 1.8	3 5.4	5 8.9	5 8.9	34 60.7	1	57 56
Urban	2 1.1	4 2.1	8 4.3	27 14.4	35 18.6	30 16.0	30 16.0	17 9.0	8 4.3	27 14.4	35	223 188
Semi-Urban	3 1.2	3 1.2	15 5.8	36 14.0	41 16.0	52 20.2	37 14.4	21 8.2	7 2.7	42 16.3	21	278 257

Appendix IV Table 26

Frequency Distribution of Other Salaries per-pupil as Recurring Expenditure for 1967-68 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Tota
Total	1802 51.5	1323 37.8	213 6.1	57 1.6	20 .6	15 .4	16 .5	5 .1	2 .1	47 1.3	466	3966 3500
Private Recognized Aided	1739 51.1	1302 38.2	205 6.0	56 1.6	20 .6	15 .4	16 .5	4 .1	2 .1	47 1.4	441	3847 3406
Private Recognized Unaided	45 65.2	16 23.2	8 11.6	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	13	8 6
Male	180 39.2	175 38.1	33 7.2	12 2.6	5 1.1	4 .9	10 2.2	1 .2	2 .4	37 8.1	11	47 45
Female	105 40.4	102 39.2	31 11.9	12 4.6	4 1.5	1 .4	1 .4	1 .4	0 0.	3 1.2	2	26 26
Mixed	1508 54.5	1042 37.7	147 5.3	33 1.2	11 .4	10 .4	5 .2	3 .1	0 0.	7 .3	12	277 276
Junior/Middle	610 68.3	246 27.5	27 3.0	3 .3	2 .2	1 .1	1 .1	2 .2	0 0.	1 .1	5	89 89
Secondary	1175 47.2	1049 42.2	156 6.3	34 1.4	10 .4	9 .4	13 .5	2 .1	2 .1	37 1.5	4	249 248
Higher Secondary	3 6.7	11 24.4	11 24.4	7 15.6	5 11.1	3 6.7	2 4.4	0 0.	0 0.	3 6.7	7	5 4
Degree College	2 3.6	14 25.0	17 30.4	12 21.4	3 5.4	2 3.6	0 0.	1 1.8	0 0.	5 8.9	1	5 5
Urban	69 36.7	81 43.1	20 10.6	9 4.8	2 1.1	1 .5	1 .5	0 0.	0 0.	5 2.7	35	22 18
Semi-Urban	86 33.5	112 43.6	31 12.1	9 3.5	5 1.9	2 .8	3 1.2	2 .8	0 0.	7 2.7	21	27 25
Rural	1645	1128	161	39	13	12	12	3	2	35	410	34

Appendix IV Table 27

Frequency Distribution of Maintenance per-pupil as Recurring Expenditure for 1967-68 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	2935 83.9	365 10.4	79 2.3	36 1.0	19 .5	12 .3	7 .2	8 .2	9 .3	30 .9	466	3966 3500
Private Recognized Aided	2858 83.9	354 10.4	77 2.3	35 1.0	19 .6	12 .4	6 .2	7 .2	9 .3	29 .9	441	3847 3406
Private Recognized Unaided	58 84.1	9 13.0	1 1.4	0 0.	0 0.	0 0.	1 1.4	0 0.	0 0.	0 0.	13	82 69
Male	359 78.2	53 11.5	7 1.5	4 .9	6 1.3	7 1.5	2 .4	3 .7	4 .9	14 3.1	11	470 459
Female	223 85.8	27 10.4	2 .8	3 1.2	1 .4	0 0.	1 .4	1 .4	0 0.	2 .8	2	262 260
Mixed	2340 84.6	285 10.3	70 2.5	29 1.0	12 .4	5 .2	4 .1	4 .1	5 .2	12 .4	12	2778 2766
Junior/Middle	777 87.0	89 10.0	16 1.8	7 .8	1 .1	0 0.	0 0.	1 .1	1 .1	1 .1	5	898 893
Secondary	2077 83.5	253 10.2	61 2.5	27 1.1	14 .6	12 .5	6 .2	7 .3	8 .3	22 .9	4	2491 2487
Higher Secondary	31 68.9	7 15.6	1 2.2	0 0.	3 6.7	0 0.	1 2.2	0 0.	0 0.	2 4.4	7	52 49
Degree College	35 62.5	14 25.0	1 1.8	2 3.6	1 1.8	0 0.	0 0.	0 0.	0 0.	3 5.4	1	57 56
Urban	153 81.4	21 11.2	5 2.7	4 2.1	0 0.	0 0.	1 .5	0 0.	1 .5	3 1.6	35	223 188
Semi-Urban	216 84.0	30 11.7	2 .8	2 .8	1 .4	1 .4	1 .4	1 .4	0 0.	3 1.2	21	278 257
Rural	2561	314	72	30	18	11	5	7	8	24	410	3460

Appendix IV Table 28

Frequency Distribution of All Else per-pupil as Recurring Expenditure for 1967-68 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	2198 62.8	737 21.1	250 7.1	104 3.0	58 1.7	22 .6	19 .5	14 .4	12 .3	86 2.5	466	3966 3500
Private Recognized Aided	2120 62.2	728 21.4	247 7.3	102 3.0	58 1.7	22 .6	19 .6	14 .4	11 .3	85 2.5	441	3847 3406
Private Recognized Unaided	58 84.1	5 7.2	2 2.9	2 2.9	0 0.	0 0.	0 0.	0 0.	1 1.4	1 1.4	13	82 69
Male	241 52.5	96 20.9	43 9.4	14 3.1	11 2.4	6 1.3	3 .7	3 .7	2 .4	40 8.7	11	470 459
Female	166 63.8	46 17.7	16 6.2	9 3.5	4 1.5	2 .8	1 .4	0 0.	1 .4	15 5.8	2	262 260
Mixed	1781 64.4	593 21.4	190 6.9	79 2.9	43 1.6	14 .5	15 .5	11 .4	9 .3	31 1.1	12	2778 2766
Junior/Middle	710 79.5	123 13.8	29 3.2	13 1.5	7 .8	1 .1	4 .4	1 .1	1 .1	4 .4	5	898 898
Secondary	1443 58.0	591 23.8	204 8.2	82 3.3	44 1.8	19 .8	15 .6	10 .4	8 .3	71 2.9	4	2491 2487
Higher Secondary	21 46.7	8 17.8	5 11.1	1 2.2	2 4.4	1 2.2	0 0.	1 2.2	2 4.4	4 8.9	7	52 45
Degree College	11 19.6	14 25.0	11 19.6	6 10.7	5 8.9	1 1.8	0 0.	2 3.6	0 0.	6 10.7	1	57 56
Urban	104 55.3	34 8.1	19 10.1	8 4.3	8 4.3	2 1.1	1 .5	2 1.1	0 0.	10 5.3	35	223 188
Semi-Urban	137 53.3	63 24.5	19 7.4	12 4.7	8 3.1	3 1.2	1 .4	3 1.2	0 0.	11 4.3	21	278 257
Rural	1952	640	212	84	42	17	17	9	12	65	410	3460

Appendix IV Table 29

Frequency Distribution of Equipment Cost per-pupil as Non-recurring Expenditure of 1963-64
(in Rupees)

nrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
'otal	1305 84.5	115 7.4	39 2.5	30 1.9	13 .8	10 .6	6 .4	1 .1	5 .3	21 1.4	166	1711 1545
'rivate Recog- ıized Aided	1295 84.5	114 7.4	38 2.5	30 2.0	12 .8	10 .7	6 .4	1 .1	5 .3	21 1.4	160	1692 1532
'rivate Recog- ıized Unaided	8 80.0	0 0.	1 10.0	0 0.	1 10.0	0 0.	0 0.	0 0.	0 0.	0 0.	1	11 10
Male	176 77.9	16 7.1	8 3.5	10 4.4	0 0.	3 1.3	2 .9	0 0.	2 .9	9 4.0	6	232 226
Female	82 88.2	6 6.5	2 2.2	2 2.2	0 0.	0 0.	0 0.	0 0.	0 0.	1 1.1	2	95 93
Mixed	1042 85.4	93 7.6	28 2.3	18 1.5	13 1.1	7 .6	4 .3	1 .1	3 .2	11 .9	2	1222 1220
Junior/Middle	213 93.8	10 4.4	2 .9	2 .9	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	2	229 227
Secondary	1067 83.8	92 7.2	36 2.8	26 2.0	12 .9	10 .8	6 .5	1 .1	4 .3	19 1.5	4	1277 1273
Higher Secondary	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1 50.0	1	3 2
Degree College	19 50.0	13 34.2	1 2.6	2 5.3	1 2.6	0 0.	0 0.	0 0.	1 2.6	1 2.6	1	39 38
Urban	74 83.1	8 9.0	1 1.1	1 1.1	2 2.2	0 0.	0 0.	0 0.	1 1.1	2 2.2	17	106 89
Semi-Urban	102 73.4	19 13.7	8 5.8	4 2.9	2 1.4	1 .7	0 0.	0 0.	1 .7	2 1.4	8	147 139
Rural	1128	87	30	25	9	9	6	1	3	17	141	1456 1215

Appendix IV Table 30

Frequency Distribution of All Else per-pupil as Non-recurring Expenditure of 1963-64
(in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	476 30.8	347 22.5	181 11.7	119 7.7	65 4.2	59 3.8	45 2.9	37 2.4	32 2.1	184 11.9	166	1711 1545
Private Recognized Aided	471 30.7	344 22.5	181 11.8	117 7.6	65 4.2	59 3.9	45 2.9	37 2.4	32 2.1	181 11.8	160	1692 1532
Private Recognized Unaided	4 40.0	2 20.0	0 0.	2 20.0	0 0.	0 0.	0 0.	0 0.	0 0.	2 20.0	1	11 10
Male	64 28.3	36 15.9	26 11.5	18 8.0	11 4.9	9 4.0	11 4.9	5 2.2	4 1.8	42 18.6	6	232 226
Female	25 26.9	16 17.2	9 9.7	3 3.2	6 6.5	3 3.2	6 6.5	3 3.2	3 3.2	19 20.4	2	95 93
Mixed	384 31.5	295 24.2	145 11.9	98 8.0	48 3.9	46 3.8	28 2.3	29 2.4	25 2.0	122 10.0	2	1222 1220
Junior/Middle	84 37.0	74 32.6	19 8.4	13 5.7	5 2.2	1 .4	3 1.3	4 1.8	2 .9	22 9.7	2	229 227
Secondary	385 30.2	273 21.4	158 12.4	101 7.9	57 4.5	54 4.2	42 3.3	30 2.4	27 2.1	146 11.5	4	1277 1273
Higher Secondary	0 0.	0 0.	0 0.	1 50.0	0 0.	0 0.	0 0.	0 0.	1 50.0	0 0.	1	3 2
Degree College	4 10.5	0 0.	3 7.9	4 10.5	3 7.9	3 7.9	0 0.	3 7.9	2 5.3	16 42.1	1	39 38
Urban	28 31.5	17 19.1	8 9.0	7 7.9	3 3.4	4 4.5	3 3.4	1 1.1	2 2.2	16 18.0	17	106 89
Semi-Urban	34 24.5	22 15.8	16 11.5	13 9.4	6 4.3	5 3.6	5 3.6	7 5.0	3 2.2	28 20.1	8	147 139
Rural	413	307	157	99	56	50	37	29	27	140	141	1456
					4.3	3.8	2.8	2.2	2.1	10.6		1315

Appendix IV Table 31

Frequency Distribution of Equipment Cost per-pupil as Non-recurring Expenditure for 1967-68 (in Rupees)

nrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
'otal	2158 81.2	246 9.3	129 4.9	29 1.1	29 1.1	17 .6	9 .3	4 .2	4 .2	34 1.3	323	2982 2659
'rivate Recog- ıized Aided	2108 81.2	239 9.2	127 4.9	29 1.1	27 1.0	16 .6	9 .3	4 .2	4 .2	34 1.3	308	2905 2597
'rivate Recog- ıized Unaided	36 78.3	7 15.2	0 0.	0 0.	2 4.3	1 2.2	0 0.	0 0.	0 0.	0 0.	9	55 46
Male	259 74.6	37 10.7	19 5.5	6 1.7	4 1.2	4 1.2	3 .9	0 0.	0 0.	15 4.3	8	355 347
Female	153 80.1	16 8.4	15 7.9	3 1.6	1 .5	1 .5	0 0.	0 0.	0 0.	2 1.0	2	193 191
Mixed	1735 82.2	193 9.1	95 4.5	20 .9	24 1.1	12 .6	6 .3	4 .2	4 .2	17 .8	6	2116 2110
Junior/Middle	516 92.1	37 6.6	4 .7	0 0.	1 .2	1 .2	0 0.	0 0.	0 0.	1 .2	2	562 560
Secondary	1572 78.8	193 9.7	119 6.0	26 1.3	26 1.3	14 .7	9 .5	4 .2	4 .2	27 1.4	1	1995 1994
Higher Secondary	31 79.5	4 10.3	1 2.6	0 0.	0 0.	1 2.6	0 0.	0 0.	0 0.	2 5.1	7	46 39
Degree College	28 52.8	11 20.8	5 9.4	3 5.7	2 3.8	1 1.9	0 0.	0 0.	0 0.	3 5.7	1	54 53
Urban	116 78.4	16 10.8	13 8.8	2 1.4	0 0.	0 0.	0 0.	0 0.	0 0.	1 .7	23	171 148
Semi-Urban	142 68.9	34 16.5	16 7.8	3 1.5	2 1.0	4 1.9	1 .5	1 .5	0 0.	3 1.5	17	223 206
Rural	1898	196	100	23	27	13	8	3	4	30	283	2585 2302

Appendix IV Table 32

Frequency Distribution of All Else per-pupil as Non-recurring Expenditure for 1967-68 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	692 26.0	621 23.4	311 11.7	215 8.1	145 5.5	107 4.0	103 3.9	57 2.1	78 2.9	330 12.4	323	2982 2659
Private Recognized Aided	677 26.1	609 23.5	299 11.5	214 8.2	141 5.4	105 4.0	100 3.9	55 2.1	77 3.0	320 12.3	308	2905 2597
Private Recognized Unaided	8 17.4	10 21.7	10 21.7	1 2.2	4 8.7	1 2.2	3 6.5	2 4.3	1 2.2	6 13.0	9	55 46
Male	87 25.1	75 21.6	24 6.9	27 7.8	20 5.8	16 4.6	9 2.6	9 2.6	9 2.6	71 20.5	8	355 347
Female	43 22.5	29 15.2	22 11.5	18 9.4	5 2.6	10 5.2	9 4.7	2 1.0	8 4.2	45 23.6	2	193 191
Mixed	560 26.5	515 24.4	265 12.6	168 8.0	119 5.6	80 3.8	85 4.0	46 2.2	61 2.9	211 10.0	6	2116 2110
Junior/Middle	181 32.3	157 28.0	70 12.5	36 6.4	20 3.6	14 2.5	17 3.0	11 2.0	14 2.5	40 7.1	2	562 560
Secondary	487 24.4	451 22.6	232 11.6	171 8.6	113 5.7	89 4.5	82 4.1	45 2.3	60 3.0	264 13.2	1	1995 1994
Higher Secondary	6 15.4	6 15.4	0 0.	3 7.7	4 10.3	0 0.	3 7.7	1 2.6	4 10.3	12 30.8	7	46 39
Degree College	14 26.4	5 9.4	9 17.0	4 7.5	6 11.3	3 5.7	1 1.9	0 0.	0 0.	11 20.8	1	54 53
Urban	49 33.1	27 18.2	13 8.8	10 6.8	11 7.4	5 3.4	4 2.7	3 2.0	6 4.1	20 13.5	23	171 148
Semi-Urban	45 21.8	44 21.4	25 12.1	14 6.8	14 6.8	10 4.9	12 5.8	5 2.4	6 2.9	31 15.0	17	223 206
Rural	596 25.9	550 23.9	273 11.9	191 8.3	120 5.2	92 4.0	87 3.8	49 2.1	65 2.8	279 12.1	233	2585 2302

Appendix IV Table 33

Frequency Distribution of Laboratory Space Available per-pupil for 1967-68 (in sq. ft.)

Enrollment	0-99	100-199	200-299	300-399	400 or more	Others	Total
Total	1224 97.4	20 1.6	5 .4	6 .5	2 .2	2774	4031 1257
Private Recognized Aided	1215 97.5	18 1.4	5 .4	6 .5	2 .2	2656	3902 1246
Private Recognized Unaided	6 100.0	0 0.	0 0.	0 0.	0 0.	80	86 6
Male	256 99.6	1 .4	0 0.	0 0.	0 0.	215	472 257
Female	29 87.9	3 9.1	0 0.	0 0.	1 3.0	231	264 33
Mixed	828 97.0	15 1.8	5 .6	5 .6	1 .1	1950	2804 854
Junior/Middle	0 0.	0 0.	0 0.	0 0.	0 0.	905	905 0
Secondary	1107 97.3	19 1.7	5 .4	5 .4	2 .2	1375	2513 1138
Higher Secondary	3 100.0	0 0.	0 0.	0 0.	0 0.	50	53 3
Degree College	2 100.0	0 0.	0 0.	0 0.	0 0.	56	58 2
Urban	101 98.1	1 1.0	0 0.	1 1.0	0 0.	127	230 103
Semi-Urban	114 98.3	2 1.7	0 0.	0 0.	0 0.	165	281 116
Rural	1005	17	5	5	2	2477	3511

Appendix IV Table 34

Frequency Distribution of Farm Land Available per-pupil for 1967-68 (in sq. ft.)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	11 21.6	9 17.6	10 19.6	5 9.8	4 7.8	3 5.9	0 0.	2 3.9	2 3.9	5 9.8	3980	4031 51
Private Recognized Aided	11 21.6	9 17.6	10 19.6	5 9.8	4 7.8	3 5.9	0 0.	2 3.9	2 3.9	5 9.8	3851	3902 51
Private Recognized Unaided	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	86	86 0
Male	5 20.0	5 20.0	8 32.0	1 4.0	1 4.0	3 12.0	0 0.	0 0.	0 0.	2 8.0	447	472 25
Female	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	264	264 0
Mixed	6 23.1	4 15.4	2 7.7	4 15.4	3 11.5	0 0.	0 0.	2 7.7	2 7.7	3 11.5	2778	2804 26
Junior/Middle	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	905	905 0
Secondary	11 21.6	9 17.6	10 19.6	5 9.8	4 7.8	3 5.9	0 0.	2 3.9	2 3.9	5 9.8	2462	2513 51
Higher Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	53	53 0
Degree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	58	58 0
Urban	0 0.	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	229	230 1
Semi-Urban	2 20.0	0 0.	5 50.0	0 0.	1 10.0	0 0.	0 0.	0 0.	0 0.	2 20.0	271	281 10
Rural	9	8	5	5	3	3	0	2	2	3	3471	3511

Appendix IV Table 35

Frequency Distribution of Agricultural Workshop Space Available per-pupil for 1967-68 (in sq. ft.)

Enrollment	0-99	100-200	Others	Total
Total	34 97.1	1 2.9	3996	4031 35
Private Recognized Aided	34 97.1	1 2.9	3867	3902 35
Private Recognized Unaided	0 0.	0 0.	86	86 0
Male	20 100.0	0 0.	452	472 20
Female	0 0.	0 0.	264	264 0
Mixed	13 92.9	1 7.1	2790	2804 14
Junior/Middle	0 0.	0 0.	905	905 0
Secondary	33 97.1	1 2.9	2479	2513 34
Higher Secondary	0 0.	0 0.	53	53 0
Degree College	0 0.	0 0.	58	58 0
Urban	2 100.0	0 0.	228	230 2
Semi-Urban	6 100.0	0 0.	275	281 6
Rural	26	1	3484	3511

Appendix IV Table 36

Frequency Distribution of Industrial Arts Space Available per-pupil for 1967-68
(in sq. ft.)

Enrollment	0-99	Others	Total
Total	8 100.0	4023	4031 8
Private Recognized Aided	8 100.0	3894	3902 8
Private Recognized Unaided	0 0.	86	86 0
Male	7 100.0	465	472 7
Female	0 0.	264	264 0
Mixed	0 0.	2804	2804 0
Junior/Middle	0 0.	905	905 0
Secondary	7 100.0	2506	2513 7
Higher Secondary	0 0.	53	53 0
Degree College	0 0.	58	58 0
Urban	5 100.0	225	230 5
Semi-Urban	0 0.	281	281 0
Rural	3	3508	3511

Appendix IV Table 37

Frequency Distribution of Home Economics Workroom Space Available per-pupil for 1967-68 (in sq. ft.)

Enrollment	0-99	100-199	Others	Total
Total	5 83.3	1 16.7	4025	4031 6
Private Recognized Aided	5 83.3	1 16.7	3896	3902 6
Private Recognized Unaided	0 0.	0 0.	86	86 0
Male	0 0.	0 0.	472	472 0
Female	3 100.0	0 0.	261	264 3
Mixed	2 66.7	1 33.3	2801	2804 3
Junior/Middle	0 0.	0 0.	905	905 0
Secondary	5 83.3	1 16.7	2507	2513 6
Higher Secondary	0 0.	0 0.	53	53 0
Degree College	0 0.	0 0.	58	58 0
Urban	3 100.0	0 0.	227	230 3
Semi-Urban	2 100.0	0 0.	279	281 2
	0	1	3510	3511

Appendix IV Table 38

Frequency Distribution of Typing and Accounting Space Available per-pupil for 1967-68 (in sq. ft.)

Enrollment	0-99	100-199	Others	Total
Total	44 95.7	2 4.3	3985	4031 46
Private Recognized Aided	44 95.7	2 4.3	3856	3902 46
Private Recognized Unaided	0 0.	0 0.	86	86 0
Male	14 93.3	1 6.7	457	472 15
Female	1 100.0	0 0.	263	264 1
Mixed	23 100.0	0 0.	2781	2804 23
Junior/Middle	0 0.	0 0.	905	905 0
Secondary	37 97.4	1 2.6	2475	2513 38
Higher Secondary	0 0.	0 0.	53	53 0
Degree College	0 0.	0 0.	58	58 0
Urban	7 100.0	0 0.	223	230 7
Semi-Urban	7 100.0	0 0.	274	281 7
Rural	30	2	3479	3511

Appendix IV Table 39

Frequency Distribution of Cost of Physics Equipment per-pupil for 1967-68 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	369 26.6	711 51.2	211 15.2	41 3.0	27 1.9	14 1.0	8 .6	1 .1	1 .1	5 .4	2643	4031 1388
Private Recognized Aided	364 26.5	704 51.3	209 15.2	41 3.0	25 1.8	13 .9	8 .6	1 .1	1 .1	5 .4	2531	3902 1371
Private Recognized Unaided	1 11.1	4 44.4	1 11.1	0 0.	2 22.2	1 11.1	0 0.	0 0.	0 0.	0 0.	77	86 9
Male	70 25.5	148 54.0	43 15.7	6 2.2	4 1.5	1 .4	2 .7	0 0.	0 0.	0 0.	198	472 274
Female	5 15.6	12 37.5	7 21.9	0 0.	3 9.4	2 6.3	3 9.4	0 0.	0 0.	0 0.	232	264 32
Mixed	298 27.1	490 51.5	145 15.2	28 2.9	13 1.4	10 1.1	3 .3	1 .1	1 .1	3 .3	1852	2804 952
Junior/Middle	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	905	905 0
Secondary	332 26.5	646 51.6	194 15.5	34 2.7	20 1.6	12 1.0	8 .6	1 .1	1 .1	3 .2	1262	2513 1251
Higher Secondary	0 0.	2 66.7	0 0.	0 0.	0 0.	1 33.3	0 0.	0 0.	0 0.	0 0.	50	53 3
Degree College	0 0.	1 50.0	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	56	58 2
Urban	31 27.7	57 50.9	13 11.6	3 2.7	1 .9	3 2.7	3 2.7	0 0.	0 0.	1 .9	118	230 112
Semi-Urban	31 23.5	66 50.0	21 15.9	3 2.3	5 3.8	2 1.5	3 2.3	0 0.	0 0.	1 .8	149	281 132
Rural	306	585	177	35	21	9	2	1	1	3	2371	3511

Appendix IV Table 40

Frequency Distribution of Cost of Chemistry Equipment per-pupil for 1967-68 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	541 39.3	613 44.5	137 9.9	48 3.5	16 1.2	8 .6	4 .3	1 .1	1 .1	9 .7	2653	4031 1378
Private Recognized Aided	534 39.2	605 44.5	136 10.0	48 3.5	16 1.2	8 .6	4 .3	1 .1	1 .1	8 .6	2541	3902 1361
Private Recognized Unaided	3 33.3	4 44.4	1 11.1	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1 11.1	77	86 9
Male	100 36.2	117 42.4	42 15.2	10 3.6	2 .7	3 1.1	0 0.	0 0.	0 0.	2 .7	196	472 276
Female	12 36.4	9 27.3	6 18.2	3 9.1	0 0.	2 6.1	1 3.0	0 0.	0 0.	0 0.	231	264 33
Mixed	373 39.4	442 46.7	82 8.7	26 2.7	12 1.3	2 .2	3 .3	1 .1	1 .1	4 .4	1858	2804 946
Junior/Middle	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	905	905 0
Secondary	485 38.9	563 45.1	129 10.3	38 3.0	14 1.1	7 .6	4 .3	1 .1	1 .1	6 .5	1265	2513 1248
Higher Secondary	0 0.	3 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	50	53 3
Degree College	0 0.	1 50.0	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	56	58 2
Urban	51 45.5	40 35.7	12 10.7	4 3.6	1 .9	0 0.	2 1.8	0 0.	0 0.	2 1.8	118	230 112
Semi-Urban	47 35.9	55 42.0	20 15.3	4 3.1	1 .8	2 1.5	0 0.	0 0.	0 0.	2 1.5	150	201 131
Rural	441	518	105	39	14	6	2	1	1	5	2379	3511 1132

Appendix IV Table 41

Frequency Distribution of Cost of Biology Equipment per-pupil for 1967-68 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	347 29.3	520 43.9	178 15.0	82 6.9	22 1.9	13 1.1	7 .6	3 .3	2 .2	10 .8	2847	4031 1184
Private Recog-ized Aided	346 29.5	515 43.9	176 15.0	81 6.9	22 1.9	12 1.0	6 .5	3 .3	2 .2	10 .9	2729	3902 1173
Private Recog-ized Unaided	0 0.	4 50.0	2 25.0	0 0.	0 0.	1 12.5	1 12.5	0 0.	0 0.	0 0.	78	86 8
Male	71 30.9	104 45.2	35 15.2	12 5.2	4 1.7	3 1.3	1 .4	0 0.	0 0.	0 0.	242	472 230
Female	5 16.7	7 23.3	5 16.7	5 16.7	5 16.7	0 0.	1 3.3	1 3.3	0 0.	1 3.3	234	264 30
Mixed	245 29.9	358 43.7	125 15.3	58 7.1	12 1.5	7 .9	4 .5	2 .2	2 .2	6 .7	1985	2804 819
Junior/Middle	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	905	905 0
Secondary	321 29.9	466 43.4	163 15.2	75 7.0	21 2.0	10 .9	6 .6	3 .3	2 .2	7 .7	1439	2513 1248
Higher Secondary	0 0.	1 50.0	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	51	53 5
Degree College	0 0.	1 50.0	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	56	58 2
Urban	28 30.4	39 42.4	8 8.7	6 6.5	4 4.3	1 1.1	2 2.2	1 1.1	0 0.	3 3.3	138	230 92
Semi-Urban	36 30.8	44 37.0	21 17.9	8 6.8	3 2.6	1 .9	2 1.7	0 0.	0 0.	2 1.7	164	281 117
Rural	282 29.0	437 45.0	147 15.1	67 6.9	15 1.5	11 1.1	3 .3	2 .2	2 .2	5 .5	2540	3511 971

Appendix IV Table 42

Frequency Distribution of Cost of Geography Equipment per-pupil for 1967-68 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	1248 67.4	463 25.0	105 5.7	18 1.0	7 .4	1 .1	2 .1	1 .1	0 0.	7 .4	2179	4031 1852
Private Recog-nized Aided	1234 67.3	461 25.2	102 5.6	18 1.0	7 .4	1 .1	2 .1	1 .1	0 0.	7 .4	2069	3902 1833
Private Recog-nized Unaided	6 54.5	2 18.2	3 27.3	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	75	86 11
Male	185 64.5	87 30.3	14 4.9	1 .3	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	185	472 287
Female	40 53.3	29 38.7	5 6.7	1 1.3	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	189	264 75
Mixed	898 68.4	308 23.5	76 5.8	16 1.2	6 .5	1 .1	2 .2	1 .1	0 0.	4 .3	1492	2804 1312
Junior/Middle	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	904	905 1
Secondary	1117 67.0	424 25.4	95 5.7	18 1.1	6 .4	1 .1	2 .1	1 .1	0 0.	4 .2	845	2513 1668
Higher Secondary	1 50.0	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	51	53 2
Degree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	58	58 0
Urban	61 56.5	38 35.2	6 5.6	1 .9	1 .9	0 0.	0 0.	0 0.	0 0.	1 .9	122	230 108
Semi-Urban	87 58.0	43 28.7	13 8.7	4 2.7	0 0.	0 0.	0 0.	1 .7	0 0.	2 1.3	131	281 150
Rural	1098	380	86	13	6	1	2	0	0	4	1921	3511 1590

Appendix IV Table 43

Frequency Distribution of Cost of Agricultural Equipment per-pupil for 1967-68

Enrollment	0-9	10-19	20 or more	Others	Total
Total	41 82.0	8 16.0	1 2.0	3981	4031 50
Private Recognized Aided	41 82.0	8 16.0	1 2.0	3852	3902 50
Private Recognized Unaided	0 0.	0 0.	0 0.	86	86 0
Male	22 88.0	3 12.0	0 0.	447	472 25
Female	0 0.	0 0.	0 0.	264	264 0
Mixed	19 76.0	5 20.0	1 4.0	2779	2804 25
Junior/Middle	0 0.	0 0.	0 0.	905	905 0
Secondary	41 82.0	8 16.0	1 2.0	2463	2513 50
Higher Secondary	0 0.	0 0.	0 0.	53	53 0
Degree College	0 0.	0 0.	0 0.	53	53 0
Urban	1 100.0	0 0.	0 0.	229	230 1
Semi-Urban	9 100.0	0 0.	0 0.	272	281 9
Rural	31	8 20.0	1	3471	3511

Appendix IV Table 44

Frequency Distribution of Cost of Industrial Arts Equipment per-pupil for 1967-68

Enrollment	0-9	10-19	20-29	30 or more	Others	Total
Total	3 50.0	1 16.7	1 16.7	1 16.7	4025	4031 6
Private Recognized Aided	3 50.0	1 16.7	1 16.7	1 16.7	3896	3902 6
Private Recognized Unaided	0 0.	0 0.	0 0.	0 0.	86	86 0
Male	3 75.0	0 0.	0 0.	1 25.0	468	472 4
Female	0 0.	0 0.	0 0.	0 0.	264	264 0
Mixed	0 0.	1 50.0	1 50.0	0 0.	2802	2804 2
Junior/Middle	0 0.	0 0.	0 0.	0 0.	905	905 0
Secondary	3 50.0	1 16.7	1 16.7	1 16.7	2507	2513 6
Higher Secondary	0 0.	0 0.	0 0.	0 0.	53	53 0
Degree College	0 0.	0 0.	0 0.	0 0.	58	58 0
Urban	3 75.0	0 0.	0 0.	1 25.0	226	230 4
Semi-Urban	0 0.	0 0.	0 0.	0 0.	281	281 0
Rural	0 0	1 50.0	1 50.0	0 0	3509	3511 2

Appendix IV Table 45

Frequency Distribution of Cost of Home Economice Equipment per-pupil for 1967-68

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	Others	Total
Total	6 42.9	2 14.3	3 21.4	1 7.1	1 7.1	1 7.1	4017	4031 14
Private Recognized Aided	6 42.9	2 14.3	3 21.4	1 7.1	1 7.1	1 7.1	3888	3902 14
Private Recognized Unaided	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	86	86 0
Male	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	472	472 0
Female	0 0.	1 16.7	2 33.3	1 16.7	1 16.7	1 16.7	258	264 6
Mixed	6 75.0	1 12.5	1 12.5	0 0.	0 0.	0 0.	2796	2804 8
Junior/Middle	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	905	905 0
Secondary	6 42.9	2 14.3	3 21.4	1 7.1	1 7.1	1 7.1	2499	2513 14
Higher Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	53	53 0
Degree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	58	58 0
Urban	1 20.0	0 0.	3 60.0	0 0.	0 0.	1 20.0	225	230 5
Semi-Urban	1 25.0	1 25.0	0 0.	1 25.0	1 25.0	0 0.	277	281 4
Rural	4 80.0	1 20.0	0 0.	0 0.	0 0.	0 0.	3506	3511 5

Appendix IV Table 46

Frequency Distribution of Cost of Commerce Equipment per pupil for 1967-68 (in Rupees)

Enrollment	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90 or more	Others	Total
Total	134 47.0	88 30.9	25 8.8	10 3.5	3 1.1	5 1.8	2 .7	1 .4	1 .4	16 5.6	3746	4031 285
Private Recognized Aided	133 47.2	88 31.2	25 8.9	10 3.5	3 1.1	5 1.8	2 .7	1 .4	1 .4	14 5.0	3620	3902 282
Private Recognized Unaided	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	2 100.0	84	86 2
Male	28 35.0	30 37.5	8 10.0	3 3.8	1 1.3	1 1.3	0 0.	0 0.	1 1.3	8 10.0	392	472 80
Female	0 0.	1 50.0	0 0.	0 0.	0 0.	1 50.0	0 0.	0 0.	0 0.	0 0.	262	264 2
Mixed	97 54.2	51 28.5	12 6.7	5 2.8	2 1.1	3 1.7	2 1.1	1 .6	0 0.	6 3.4	2625	2804 179
Junior/Middle	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	905	905 0
Secondary	123 47.7	82 31.8	20 7.8	8 3.1	3 1.2	5 1.9	2 .8	1 .4	1 .4	13 5.0	2255	2513 250
Higher Secondary	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	52	53 1
Degree College	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	57	58 1
Urban	14 46.7	4 13.3	2 6.7	2 6.7	1 3.3	1 3.3	1 3.3	0 0.	1 3.3	4 13.3	200	230 30
Semi-Urban	11 31.4	16 45.7	4 11.4	0 0.	1 2.9	0 0.	0 0.	1 2.9	0 0.	2 5.7	246	281 35
Rural	108 49.3	68 31.1	19 8.7	8 3.7	1 .5	4 1.8	1 .5	0 0.	0 0.	10 4.6	3292	3511 219

APPENDIX V TABLE 1

Male, Female and Total Enrollment

Grade Level: 1-5 Year: 1963-64

Sex	Male			Female			Total		
	No. of Schools Reported	Mean Enroll-ment	Total	No. of Schools Reported	Mean Enroll-ment	Total	No. of Schools Reported	Mean Enroll-ment	Total
Total	305	92	28090	265	83	22040	387	129	50022
Private Recognized Aided	300	90	26920	261	83	21666	382	127	48586
Private Recognized Unaided	5	230	1149	2	143	287	5	287	1436
Male	87	105	9100	-	-	-	87	105	82
Female	-	-	-	77	141	10887	78	140	70
Mixed	218	87	18991	188	59	11152	224	135	113
Junior/Middle	37	65	2402	64	91	5836	69	119	8238
Secondary	269	95	25690	201	81	16203	320	131	41893
Higher/Secondary	-	-	-	-	-	-	-	-	-
Degree College	-	-	-	-	-	-	-	-	-
Urban	59	117	6892	36	127	4569	70	164	11461
Semi-Urban	61	110	6693	51	120	6099	79	162	12792
Rural	186	78	14507	178	64	11371	240	108	25878

APPENDIX V TABLE 2

Male, Female and Total Enrollment

Grade Level: 1-5 Year: 1967-68

Sex	Male			Female			Total		
	No. of Schools Reported	Mean Enrollment	Total	No. of Schools Reported	Mean Enrollment	Total	No. of Schools Reported	Mean Enrollment	Total
Total	317	104	33076	326	97.5	31779	421	153	64617
Private Recognized Aided	310	102.1	31646	322	96.7	31154	415	151	62800
Private Recognized Unaided	6	236.7	1420	2	198.5	397	6	303	1817
Male	79	110.8	8753	-	-	-	79	111	8753
Female	1	85.0	85	104	152.1	15817	104	153	15902
Mixed	237	102.3	24238	222	71.9	15962	241	167	40200
Junior/Middle	42	76.2	3199	77	105.4	8112	81	140	11311
Secondary	275	108.6	29877	249	95.0	23667	343	156	53544
Higher/Secondary	-	-	-	-	-	-	-	-	-
Degree College	-	-	-	-	-	-	-	-	-
Urban	64	129.3	8276	48	136.7	6561	79	188	14837
Semi-Urban	65	122.6	7966	61	129.2	7882	85	186	15848
Rural	188	89.5	16834	217	79.9	17336	260	131	34170

APPENDIX V TABLE 3

Male, Female and Total Enrollment

Grade Level: 6-8 Year: 1963-64

Sex	Male			Female			Total		
	No. of Schools Reported	Mean Enrollment	Total	No. of Schools Reported	Mean Enrollment	Total	No. of Schools Reported	Mean Enrollment	Total
Total	2225	135.0	300270	1713	19.8	33987	2441	137	334178
Private Recognized Aided	2198	135.4	297703	1688	20.0	33713	2412	137	331416
Private Recognized Unaided	22	101.4	2230	16	9.6	154	22	108	2384
Male	348	186.9	65035	-	-	-	348	187	65035
Female	3	96.7	290	163	75.1	12246	165	76	12536
Mixed	1874	125.4	234950	1549	14.0	21726	1929	133	256680
Junior/Middle	392	67.3	26379	404	16.5	6668	473	70	33047
Secondary	1833	149.4	27389	1309	20.9	27319	1969	153	301210
Higher/Secondary	1	145	145	-	-	-	1	145	145
Degree College	-	-	-	-	-	-	-	-	-
Urban	98	205.4	20132	62	92.7	5747	127	204	25879
Semi-Urban	134	188.8	25293	100	54.8	5475	179	172	30768
Rural	1992	127.8	254611	1550	14.7	22745	2135	130	277356

APPENDIX V TABLE 4

Male, Female and Total Enrollment

Grade Level: 6-8 Year: 1967-68

Sex	Male			Female			Total		
	No. of Schools Reported	Mean Enroll-ment	Total	No. of Schools Reported	Mean Enroll-ment	Total	No. of Schools Reported	Mean Enroll-ment	Total
Total	3069	151.2	464038	2803	26.0	72975	3384	159	537056
Private Recognized Aided	2989	151.0	451415	2726	26.2	71340	3297	159	522755
Private Recognized Unaided	61	108.8	6636	55	16.5	905	64	118	7541
Male	428	198.6	85012	5	64.4	322	429	199	85334
Female	5	192.2	961	249	94.5	23529	252	97	24490
Mixed	2629	142.9	375677	2548	19.3	49033	2696	158	424710
Junior/Middle	771	88.6	68329	828	20.6	17093	898	95	85417
Secondary	2291	171.1	393339	1971	28.3	55830	2479	181	449169
Higher/Secondary	1	136.0	136	1	.6	6	1	142	142
Degree College	-	-	-	-	-	-	-	-	-
Urban	128	212.5	27194	102	92.7	9451	167	219	35545
Semi-Urban	164	202.7	33235	136	68.4	9296	216	197	42531
Rural	2772	145.3	402843	2562	21.1	54166	2997	152	457009

APPENDIX V TABLE 5

Male, Female and Total Enrollment

Grade Level: 9-10 Year: 1963-64

Sex	Male			Female			Total		
	No. of Schools Reported	Mean Enroll-ment	Total	No. of Schools Reported	Mean Enroll-ment	Total	No. of Schools Reported	Mean Enroll-ment	Total
Total	1498	82.7	124002	667	10.6	7067	1579	83	130919
Private Recognized Aided	1490	82.7	123185	663	10.6	7032	1572	83	130217
Private Recognized Unaided	7	96.6	676	3	8.7	26	7	100	702
Male	307	102.8	31548	-	-	-	307	103	31548
Female	4	47.2	189	54	45.9	2479	57	47	2668
Mixed	1187	77.7	92205	63	7.5	4588	1217	80	96793
Junior/Middle	1	68.0	68	1	24.0	24	1	92	92
Secondary	1497	82.7	123840	667	10.6	7048	1580	83	130888
Higher/Secondary	1	94.0	94	-	-	-	1	94	94
Degree College	-	-	-	-	-	-	-	-	-
Urban	81	115.4	9345	41	45.1	1851	104	108	11196
Semi-Urban	116	112.9	13092	64	26.0	1662	144	102	14754
Rural	1300	78.0	101422	562	6.3	3551	1332	79	1049

APPENDIX V TABLE 6

Male, Female and Total Enrollment

Grade Level: 9-10 Year: 1967-68

Sex	Male			Female			Total		
	No. of Schools Reported	Mean Enroll-ment	Total	No. of Schools Reported	Mean Enroll-ment	Total	No. of Schools Reported	Mean Enroll-ment	Total
Total	2323	101.0	234633	1712	12.2	20970	2513	102	255556
Private Recognized Aided	2299	100.4	230832	1697	12.2	20782	2487	101	251614
Private Recognized Unaided	19	130.3	2475	10	9.7	97	20	129	2572
Male	390	132.1	51507	3	49.0	147	391	132	51654
Female	6	255.2	1531	139	50.8	7061	143	60	8592
Mixed	1923	94.2	181206	1567	8.7	13659	1975	99	194865
Junior/Middle	12	527.3	6327	5	21.0	105	14	459	6432
Secondary	2301	98.8	227296	1701	12.2	20766	2489	100	248062
Higher/Secondary	7	106.3	744	4	3.8	15	7	108	759
Degree College	-	-	-	-	-	-	-	-	-
Urban	110	136.0	14956	74	56.3	4169	144	133	19125
Semi-Urban	146	142.4	20790	108	33.6	3626	191	128	24416
Rural	2060	96.2	198254	1528	8.6	13164	2172	97	211418

APPENDIX V TABLE 7

Male, Female and Total Enrollment

Grade Level: 11-12 Year: 1963-64

Sex	Male			Female			Total		
	No. of Schools Reported	Mean Enrollment	Total	No. of Schools Reported	Mean Enrollment	Total	No. of Schools Reported	Mean Enrollment	Total
Total	55	471.6	25937	41	39.4	1616	57	458	26079
Private Recognized Aided	52	471.4	24512	39	40.2	1567	57	458	26079
Private Recognized Unaided	1	74.0	74	-	-	-	1	74	74
Male	9	254.6	2291	-	-	-	9	255	2291
Female	-	-	-	5	160.0	800	5	160	800
Mixed	46	514.0	23646	36	22.7	8.6	46	532	24462
Junior/Middle	-	-	-	-	-	-	-	-	-
Secondary	-	-	-	-	-	-	-	-	-
Higher/Secondary	8	134.3	1074	3	12.3	37	8	139	1111
Degree College	47	529	24863	38	41.6	1579	52	508	26442
Urban	12	481.3	5776	9	104.7	942	17	395	6718
Semi-Urban	31	561.7	17414	47	24.0	649	31	583	18063
Rural	12	228.9	2747	5	5.0	25	12	231	2772

APPENDIX V TABLE 8

Male, Female and Total Enrollment

Grade Level: 11-12 Year: 1967-68

Sex	Male			Female			Total		
	No. of Schools Reported	Mean Enroll-ment	Total	No. of Schools Reported	Mean Enroll-ment	Total	No. of Schools Reported	Mean Enroll-ment	Total
Total	95	571.1	54257	90	49.4	4445	103	545	56117
Private Recognized Aided	89	569.1	50649	84	51.3	4312	99	555	54961
Private Recognized Unaided	4	282.5	1130	4	6.5	26	4	289	1156
Male	14	829.8	4617	-	-	-	14	330	4617
Female	-	-	-	10	228.8	2288	10	229	2288
Mixed	81	612.8	49640	80	27.0	2157	81	639	51797
Junior/Middle	-	-	-	-	-	-	-	-	-
Secondary	-	-	-	-	-	-	-	-	-
Higher/Secondary	46	284.5	13088	38	16.4	622	48	286	13710
Degree College	49	840.2	41169	52	73.5	3823	57	789	44992
Urban	17	664.6	11298	21	120.0	2521	25	553	13819
Semi-Urban	39	737.0	28741	36	41.3	1488	41	737	30229
Rural	38	362.7	13781	32	13.4	430	38	374	14211

APPENDIX V TABLE 9

Male, Female and Total Enrollment

Grade Level: 13-14 Year: 1963-64

Sex	Male			Female			Total		
	No. of Schools Reported	Mean Enroll-ment	Total	No. of Schools Reported	Mean Enroll-ment	Total	No. of Schools Reported	Mean Enroll-ment	Total
Total	29	190.7	5529	24	13.2	317	31	180	5593
Private Recognized Aided	28	189.3	5301	23	12.7	292	31	180	5593
Private Recognized Unaided	-	-	-	-	-	-	-	-	-
Male	5	73.6	368	-	-	-	5	74	368
Female	-	-	-	2	49.0	98	2	49	98
Mixed	24	215.0	5161	22	10.0	219	25	215	5380
Junior/Middle	-	-	-	-	-	-	-	-	-
Secondary	-	-	-	-	-	-	-	-	-
Higher/Secondary	-	-	-	-	-	-	-	-	-
Degree College	29	190.7	5529	24	13.2	317	32	183	5846
Urban	5	244.6	1223	3	39.2	118	7	192	1341
Semi-Urban	21	194.1	4076	20	9.9	197	22	194	4273
Rural	3	76.7	230	1	200	2	3	77	232

APPENDIX V TABLE 10

Male, Female and Total Enrollment

Grade Level: 13-14 Year: 1967-68

Sex	Male			Female			Total		
	No. of Schools Reported	Mean Enroll-ment	Total	No. of Schools Reported	Mean Enroll-ment	Total	No. of Schools Reported	Mean Enroll-ment	Total
Total	49	354.5	17370	47	26.3	1234	54	326	17617
Private Recognized Aided	47	349.0	16402	45	27.0	1215	54	326	17617
Private Recognized Unaided	-	-	-	-	-	-	-	-	-
Male	6	268.5	1611	-	-	-	6	268	1611
Female	-	-	-	7	70.1	491	7	70	491
Mixed	43	366.5	15759	40	18.6	743	43	384	16502
Junior/Middle	-	-	-	-	-	-	-	-	-
Secondary	-	-	-	-	-	-	-	-	-
Higher/Secondary	-	-	-	-	-	-	-	-	-
Degree College	49	354.5	17370	47	26.3	1234	56	332	18604
Urban	11	498.1	5479	15	43.8	657	18	341	6136
Semi-Urban	29	356.4	10335	27	20.0	539	29	375	10874
Rural	9	172.9	1556	5	7.6	38	9	177	1594

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Frequency Distribution of School Enrollments

Sex Male Grade Level 1-5 Year 1963-64

Enrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Total
Total	121 39.5	73 23.9	62 20.3	24 7.8	11 3.6	5 1.6	5 1.6	1 .3	1 .3	3 1.0	2219	2525 306
Private Recog-ized Aided	120 40.0	73 24.3	60 20.0	23 7.7	10 3.3	5 1.7	5 1.7	1 .3	1 .3	2 .7	2191	2491 300
Private Recog-ized Unaided	0 0.	0 0.	2 40.0	1 20.0	1 20.0	0 0.	0 0.	0 0.	0 0.	1 20.0	18	23 5
Male	27 31.0	19 21.8	22 25.3	9 10.3	4 4.6	3 3.4	2 2.3	1 1.1	0 0.	0 0.	282	369 87
Female	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	172	173 1
Mixed	93 42.7	54 24.8	40 18.3	15 6.9	7 3.2	2 .9	3 1.4	0 0.	1 .5	3 1.4	1764	1982 218
Junior/Middle	20 54.1	7 18.9	6 16.2	3 18.1	1 2.7	0 0.	0 0.	0 0.	0 0.	0 0.	439	476 37
Secondary	101 37.5	66 24.5	56 20.8	21 7.8	10 3.7	5 1.9	5 1.9	1 .4	1 .4	3 1.1	1719	1988 269
Higher Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	9	9 0
Degree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	52	52 0
Urban	20 33.9	9 15.3	15 25.4	3 5.1	5 8.5	3 5.1	2 3.4	1 1.7	0 0.	1 1.7	87	146 59
Semi-Urban	21 34.4	9 14.8	18 29.5	6 9.8	2 3.3	2 3.3	2 3.3	0 0.	0 0.	1 1.6	151	212 61
Rural	80	55	29	15	4	0	1	0	1	1	1979	2165

A[illegible] Table
Frequency Distribution of School Enrollments

Sex Female Grade Level 1-5 Year 1963-64

Enrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Total
Total	115 43.8	56 21.1	41 15.5	33 12.5	8 3.0	8 3.0	1 .4	2 .8			2260	2525 265
Private Recog-nized Aided	114 43.7	55 21.1	41 15.7	33 12.6	8 3.1	7 2.7	1 .4	2 .8			2230	2491 261
Private Recog-nized Unaided	1 50.0	0 0.	0 0.	0 0.	0 0.	1 50.0	0 0.	0 0.			21	23 2
Male												
Female	6 7.8	14 18.2	23 29.9	23 29.9	5 6.5	4 5.2	1 1.3	1 1.3			96	173 77
Mixed	110 58.5	42 22.3	18 9.6	10 5.3	3 1.6	4 2.1	0 0.	1 .5			1794	1982 188
Junior/Middle	18 28.1	19 29.7	15 23.4	10 15.6	2 3.1	0 0.	0 0.	0 0.			412	476 64
Secondary	98 48.8	37 18.4	26 12.9	23 11.4	6 3.0	8 4.0	1 .5	2 1.0			1787	1988 201
Higher Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.			9	9 0
Degree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.			52	52 0
Urban	5 13.9	12 33.3	8 22.2	5 13.9	2 5.6	2 5.6	1 2.8	1 2.8			110	146 36
Semi-Urban	15 29.4	8 15.7	11 21.6	9 17.6	2 3.9	5 9.8	0 0.	1 2.0			161	212 51
	96	36	22	19	4	1	0	0			1987	2165

Appendix Table 1.

Frequency Distribution of School Enrollments

Sex Male and Female Grade Level 1-5 Year 1963-64

Enrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	>451	Others	Total
Total	83 21.3	83 21.3	96 24.7	62 15.9	26 6.7	21 5.4	6 1.5	4 1.0	3 .8	5 1.3	2136	2525 389
Private Recog-nized Aided	82 21.5	82 21.5	94 24.6	61 16.0	25 6.5	21 5.5	6 1.6	4 1.0	3 .8	4 1.0	2109	2491 382
Private Recog-nized Unaided	0 0.	0 0.	2 40.0	1 20.0	1 20.0	0 0.	0 0.	0 0.	0 0.	1 20.0	18	23 5
Male	27 31.0	19 21.8	22 25.3	9 10.3	4 4.6	3 3.4	2 2.3	1 1.1	0 0.	0 0.	282	369 87
Female	7 9.0	14 17.9	23 29.5	23 29.5	5 6.4	4 5.1	1 1.3.	1 1.3	0 0.	0 0.	95	173 78
Mixed	49 21.9	50 22.3	51 22.8	30 13.4	17 7.6	14 6.3	3 1.3	2 .9	3 1.3	5 2.2	1758	1982 224
Junior/Middle	11 15.9	15 21.7	19 27.5	18 26.1	5 7.2	0 0.	1 1.4	0 0.	0 0.	0 0.	407	476 69
Secondary	72 22.5	68 21.2	77 24.1	44 13.7	21 6.6	21 6.6	5 1.6	4 1.3	3 .9	5 1.6	1668	1988 320
Higher Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	9	9 0
Degree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	52	52 0
Urban	12 17.1	10 14.3	16 22.9	8 11.4	8 11.4	9 12.9	3 4.3	2 2.9	0 0.	2 2.9	76	140 70
Semi-Urban	11 13.9	10 12.7	24 30.4	15 19.0	7 8.9	5 6.3	2 2.5	1 1.3	3 3.8	1 1.3	133	212 79
Rural	60 25.0	63 26.2	56 23.3	39 16.2	11 4.6	7 2.9	1 .4	1 .4	0 0.	2 .8	1925	216 24

Apper[illegible]x V Table 14
Frequency Distribution of School Enrollments

Sex Male Grade Level 6-8 Year 1963-64

nrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Tota
otal	154 6.9	725 32.6	634 28.5	343 15.4	187 8.4	96 4.3	39 1.8	22 1.0	12 .5	14 .6	299	2525 2226
rivate Recog-ized Aided	147 6.7	713 32.4	629 28.6	342 15.6	186 8.5	95 4.3	38 1.7	22 1.0	12 .5	14 .6	293	2491 2198
rivate Recog-ized Unaided	6 27.3	9 40.9	3 13.6	1 4.5	1 4.5	1 4.5	1 4.5	0 0.	0 0.	0 0.	1	23 22
ale	28 8.0	56 16.1	74 21.3	51 14.7	56 16.1	31 8.9	19 5.5	15 4.3	8 2.3	10 2.9	21	369 348
emale	0 0.	2 66.7	0 0.	1 33.3	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	170	173 3
ixed	126 6.7	667 35.6	559 29.8	291 15.5	131 7.0	65 3.5	20 1.1	7 .4	4 .2	4 .2	108	1982 1874
unior/Middle	85 21.7	278 70.9	28 7.1	1 .3	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	84	476 392
econdary	69 3.8	447 24.4	605 33.0	342 18.7	187 10.2	96 5.2	39 2.1	22 1.2	12 .7	14 .8	155	1938 1831
igher Secondary	0 0.	0 0.	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	8	9 1
egree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	52	52 0
rban	9 9.2	19 19.4	21 21.4	8 8.2	10 10.2	9 9.2	6 6.1	7 7.1	2 2.0	7 7.1	48	14 98
emi-Urban	5 3.7	22 16.4	29 21.6	25 18.7	20 14.9	16 11.9	7 5.2	3 2.2	5 3.7	2 1.5	78	21 13
60	140	684	583	310	156	71	26	12	5	5	173	216

Appendix V Table 15

Frequency Distribution of School Enrollments

Sex Female Grade Level 6-8 Year 1963-64

Enrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Total
Total	1564 91.3	104 6.1	24 1.4	8 .5	3 .2	4 .2	4 .2		1 .1	1 .1	812	2525 1713
Private Recog-ized Aided	1539 91.2	104 6.2	24 1.4	8 .5	3 .2	4 .2	4 .2		1 .1	1 .1	803	2491 1588
Private Recog-ized Unaided	16 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.		0 0.	0 0.	7	23 16
Male												
Female	71 43.6	65 39.9	14 8.6	2 1.2	3 1.8	4 2.5	3 1.8		0 0.	1 .6	10	173 163
Mixed	1492 96.3	39 2.5	10 .6	6 .4	0 0.	0 0.	1 .1		1 .1	0 0.	433	1982 1549
Junior/Middle	372 92.1	30 7.4	2 .5	0 0.	0 0.	0 0.	0 0.		0 0.	0 0.	72	476 404
Secondary	1192 91.1	74 5.7	22 1.7	8 .6	3 .2	4 .3	4 .3		1 .1	1 .1	679	1988 1309
Higher Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.		0 0.	0 0.	9	9 0
Degree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.		0 0.	0 0.	52	52 0
Urban	34 54.8	7 11.3	7 11.3	5 8.1	3 4.8	1 1.6	3 4.8		1 1.6	1 1.6	84	146 62
Semi-Urban	61 61.0	24 24.0	10 10.0	1 1.0	0 0.	3 3.0	1 1.0		0 0.	0 0.	112	212 100
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	615	2165

App. Ex V Table 16

Frequency Distribution of School Enrollments

Sex Male and Female Grade Level 6-8 Year 1963-64

Enrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	>451	Others	Total
Total	218 8.9	721 29.5	697 28.5	373 15.3	220 9.0	106 4.3	53 2.2	23 .9	17 .7	15 .6	82	2525 2443
Private Recognized Aided	210 8.7	707 29.3	694 28.8	371 15.4	218 9.0	105 4.4	52 2.2	23 1.0	17 .7	15 .6	79	2491 2412
Private Recognized Unaided	4 18.2	11 50.0	2 9.1	1 4.5	2 9.1	1 4.5	1 4.5	0 0.	0 0.	0 0.	1	23 22
Male	28 8.0	56 16.1	74 21.3	51 14.7	56 16.1	31 8.9	19 5.5	15 4.3	8 2.3	10 2.9	21	369 348
Female	70 42.4	67 40.6	14 8.5	3 1.8	3 1.8	4 2.4	3 1.8	0 0.	0 0.	1 .6	8	173 165
Mixed	120 6.2	598 31.0	609 31.6	318 16.5	161 8.3	71 3.7	31 1.6	8 .4	9 .5	4 .2	53	1982 1929
Junior/Middle	119 25.2	298 63.0	52 11.0	4 .8	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	3	476 473
Secondary	99 5.0	423 21.5	644 32.7	369 18.7	220 11.2	106 5.4	53 2.7	23 1.2	17 .9	15 .8	19	1988 1969
Higher Secondary	0 0.	0 0.	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	8	
Degree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	52	5
Urban	12 9.4	24 18.9	25 19.7	14 11.0	14 11.0	8 6.3	11 8.7	8 6.3	3 2.4	8 6.3	19	14 12
Semi-Urban	14 7.8	38 21.2	38 21.2	29 16.2	23 12.8	18 10.1	8 4.5	3 1.7	6 3.4	2 1.1	33	21 17
Rural	192 9.0	659 30.9	634 29.7	329 15.4	182 8.5	80 3.7	34 1.6	12 .6	8 .4	5 .2	30	216 213

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Frequency Distribution of School Enrollments

Sex Male Grade Level 9-10 Year 1963-64

ollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Total
al	361 24.1	733 48.9	275 18.3	94 6.3	26 1.7	7 .5	3 .2				1026	2525 1499
vate Recog- ed Aided	360 24.2	729 48.9	271 18.2	94 6.3	26 1.7	7 .5	3 .2				1001	2491 1490
vate Recog- ed Unaided	0 0.	3 42.9	4 57.1	0 0.	0 0.	0 0.	0 0.				16	23 7
le	70 22.8	94 30.6	80 26.1	42 13.7	15 4.9	5 1.6	1 .3				62	369 307
male	2 50.0	2 50.0	0 0.	0 0.	0 0.	0 0.	0 0.				169	173 4
ed	289 24.3	635 53.6	195 16.4	52 4.4	11 .9	2 .2	2 .2				795	1982 1187
ior/Middle	0 0.	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.				475	476 1
condary	361 24.1	731 48.8	275 18.4	94 6.3	26 1.7	7 .5	3 .2				491	1988 1497
gher Secondary	0 0.	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.				8	9 1
gree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.				52	52 0
ban	13 16.0	25 30.9	21 25.9	13 16.0	7 8.6	2 2.5	0 0.				65	146 81
mi-Urban	12 10.3	44 37.9	29 25.0	23 19.8	6 5.2	2 1.7	0 0.				96	212 116
	[illegible]	[illegible]	[illegible]	[illegible]	13	3	3				865	2165

Appendix V Table 18

Frequency Distribution of School Enrollments

Sex Female Grade Level 9-10 Year 1963-64

Enrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Total
Total	645 96.6	14 2.1	6 .9	2 .3	1 .1						1857	2525 668
Private Recog-ized Aided	640 96.5	14 2.1	6 .9	2 .3	1 .2						1828	2491 663
Private Recog-ized Unaided	3 100.0	0 0.	0 0.	0 0.	0 0.						20	23 3
Male												
Female	60 [illegible] 1	6 11.1	5 9.3	2 3.7	1 1.9						119	173 54
Mixed	604 98.5	8 1.3	1 .2	0 0.	0							
Junior/Middle												
Secondary												
Higher Secondary												
Degree College												
Urban												
Semi-Urban												

Appendix V Table 19

Frequency Distribution of School Enrollments

Sex Male and Female Grade Level 9-10 Year 1963-64

Enrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	>451	Others	Total
Total	399 25.2	741 46.8	303 19.2	100 6.3	27 1.7	9 .6	3 .2				943	2525 1582
Private Recog-ized Aided	397 25.3	737 46.9	299 19.0	100 6.4	27 1.7	9 .6	3 .2				919	2491 1572
Private Recog-ized Unaided	0 0.	3 42.9	4 57.1	0 0.	0 0.	0 0.	0 0.				16	23 7
Male	70 22.8	94 30.6	80 26.1	42 13.7	15 4.9	5 1.6	1 .3				62	369 307
Female	41 71.9	8 14.0	5 8.8	2 3.5	1 1.8	0 0.	0 0.				116	173 57
Mixed	288 23.7	638 52.4	218 17.9	56 4.6	11 .9	4 .3	2 .2				765	1982 1217
Junior/Middle	0 0.	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.				475	476
Secondary	399 25.3	739 46.8	303 19.2	100 6.3	27 1.7	9 .6	3 .2				408	1988 1580
Higher Secondary	0 0.	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.				8	9 1
Degree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.				52	53 0
Urban	23 22.1	31 29.8	26 25.0	14 13.5	7 6.7	3 2.9	0 0.				42	14 10
Semi-Urban	34 23.6	46 31.9	31 21.5	23 16.0	8 5.6	2 1.4	0 0.				68	21 14
Rural	342	662	246	63	12	4	3				833	216 133

Appendix V Table 20

Frequency Distribution of School Enrollments

Sex Male Grade Level 11-12 Year 1963-64

rollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Total
tal	4 7.3	1 1.8	5 9.1	5 9.1	2 3.6	3 5.5	3 5.5	4 7.3	3 5.5	25 45.5	2470	2525 55
ivate Recog- zed Aided	4 7.7	0 0.	5 9.6	5 9.6	2 3.8	2 3.8	3 5.8	4 7.7	3 5.8	25 46.2	2447	2395 52
ivate Recog- zed Unaided	0 0.	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	22	23 1
ale	4 44.4	0 0.	1 11.1	0 0.	1 11.1	0 0.	0 0.	1 11.1	0 0.	2 22.2	360	369 9
emale	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	173	173 0
ixed	0 0.	1 2.2	4 8.7	5 10.9	1 2.2	3 6.5	3 6.5	3 6.5	3 6.5	23 50.0	1936	1982 46
unior/Middle	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	476	476 0
econdary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1988	1988
igher Secondary	1 12.5	1 12.5	3 37.5	1 12.5	2 25.0	0 0.	0 0.	0 0.	0 0.	0 0.	1	9 8
egree College	3 6.4	0 0.	2 4.3	4 8.5	0 0.	3 6.4	3 6.4	4 8.5	3 6.4	25 53.2	5	52 47
rban	1 8.3	1 8.3	0 0.	1 8.3	2 16.7	0 0.	0 0.	0 0.	2 16.7	5 41.7	134	146 12
emi-Urban	2 6.5	0 0.	0 0.	2 6.5	0 0.	1 3.2	3 9.7	4 12.9	1 3.2	18 58.1	181	212 31
	1	0	5	2	0	2	0	0	0	2	2153	2165

Frequency Distribution of School Enrollments

Sex Female Grade Level 11-12 Year 1963-64

Enrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Total
Total	34 82.9	3 7.3	2 4.9		1 2.4	1 2.4					2484	2525 41
Private Recog-nized Aided	32 82.1	3 7.7	2 5.1		1 2.6	1 2.6					2452	2491 39
Private Recog-nized Unaided	0 0.	0 0.	0 0.		0 0.	0 0.					23	23 0
Rule												
Female	1 20.0	0 0.	2 40.0		168	173 5					1 20.0	1 20.
Mixed	33 91.7	3 8.3	0 0.		1946	1982 36					0 0.	0 0.
Junior/Middle	0 0.	0 0.	0 0.		0 0.	0 0.					476	476 0
Secondary	0 0.	0 0.	0 0.		0 0.	0 0.					1988	1988 0
Higher Secondary	3 100.0	0 0.	0 0.		0 0.	0 0.					6	9 3
Degree College	31 81.6	3 7.9	2 5.3		1 2.6	1 2.6					14	52 38
Urban	4 44.4	1 11.1	2 22.2		1 11.1	1 11.1					137	146 9
Semi-Urban	25 92.6	2 7.4	0 0.		0 0.	0 0.					185	212 27
Rural	5	0	0		0	0					2160	2165 5

Appendix V Table 22

Frequency Distribution of School Enrollments

Sex Male and Female Grade Level 11-12 Year 1963-64

Enrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	>451	Others	Total
Total	5 8.3	1 1.7	7 11.7	5 8.3	3 5.0	3 5.0	3 5.0	3 5.0	5 8.3	25 41.7	2465	2525 60
Private Recognized Aided	5 8.8	0 0.	7 12.3	5 8.8	3 5.3	2 3.5	3 5.3	3 5.3	5 8.8	24 42.1	2434	2491 57
Private Recognized Unaided	0 0.	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	22	23 1
Male	4 44.4	0 0.	1 11.1	0 0.	1 11.1	0 0.	0 0.	1 11.1	0 0.	2 22.2	360	369 9
Female	1 20.0	0 0.	2 40.0	0 0.	1 20.0	1 20.0	0 0.	0 0.	0 0.	0 0.	168	173 5
Mixed	0 0.	1 2.2	4 8.7	5 10.9	1 2.2	2 4.3	3 6.5	2 4.3	5 10.9	23 50.0	1936	1982 46
Junior/Middle	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	476	476 0
Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1988	1988 0
Higher Secondary	1 12.5	1 12.5	3 37.5	1 12.5	2 25.0	0 0.	0 0.	0 0.	0 0.	0 0.	1	8
Degree College	4 7.7	0 0.	4 7.7	4 7.7	1 1.9	3 5.8	3 5.8	3 5.8	5 9.6	25 48.1	0	52 52
Urban	2 11.8	1 5.9	2 11.8	1 5.9	3 17.6	1 5.9	0 0.	0 0.	2 11.8	5 29.4	129	14 1
Semi-Urban	2 6.5	0 0.	0 0.	2 6.5	0 0.	0 0.	3 9.7	3 9.7	3 9.7	18 58.1	181	21 3
Rural	1 8.3	0 0.	5 41.7	2 16.7	0 0.	2 16.7	0 0.	0 0.	0 0.	2 16.7	2153	216 1

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Frequency Distribution of School Enrollments

Sex Male Grade Level 13-14 Year 1963-64

rollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Total
tal	6 20.7	3 10.3	5 17.2	5 17.2	4 13.8	1 3.4	1 3.4		2 6.9	2 6.9	2496	2525 29
ivate Recog-zed Aided	6 21.4	3 10.7	5 17.9	5 17.9	3 10.7	1 3.6	1 3.6		2 7.1	2 7.1	2463	2491 28
ivate Recog-zed Unaided	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.		0 0.	0 0.	23	23 0
ıle	3 60.0	0 0.	1 20.0	1 20.0	0 0.	0 0.	0 0.		0 0.	0 0.	364	369 5
male	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.		0 0.	0 0.	173	173 0
xed	3 12.5	3 12.5	4 16.7	4 16.7	4 16.7	1 4.2	1 4.2		2 8.3	2 8.3	1958	1982 24
nior/Middle	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.		0 0.	0 0.	476	476 0
condary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.		0 0.	0 0.	1988	1988 0
gher Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.		0 0.	0 0.	9	9 0
gree College	6 20.7	3 10.3	5 17.2	5 17.2	4 13.8	1 3.4	1 3.4		2 6.9	2 6.9	23	52 29
rban	1 20.0	1 20.0	1 20.0	0 0.	0 0.	0 0.	0 0.		1 20.0	1 20.0	141	146 5
mi-Urban	3 14.3	2 9.5	4 19.0	4 19.0	4 19.0	1 4.8	1 4.8		1 4.8	1 4.8	191	212 21
	2	0	0	1	0	0	0		0 0.	0 0.	2162	2165 3

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Frequency Distribution of School Enrollments

Sex Female Grade Level 13-14 Year 1963-64

Enrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Total
Total	23 95.8	1 4.2									2501	2525 24
Private Recog-nized Aided	22 95.7	1 4.3									2468	2491 23
Private Recog-nized Unaided	0 0.	0 0.									23	23 0
Male	0 0.	0 0.									369	369 0
Female	1 50.0	1 50.0									171	173 2
Mixed	22 100.0	0 0.									1960	1982 22
Junior/Middle	0 0.	0 0.									476	476 0.
Secondary	0 0.	0 0.									1988	1988 0
Higher Secondary	0 0.	0 0.									9	9 0
Degree College	23 95.8	1 4.2									28	52 24
Urban	2 66.7	1 33.3									143	146 3
Semi-Urban	20 100.0	0 0.									192	212 20
Rural	1 100.0	0 0.									2164	2165 1

Appendix V Table 25

Frequency Distribution of School Enrollments

Sex Male and Female Grade Level 13-14 Year 1963-64

Enrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	>451	Others	Total
Total	8 25.0	4 12.5	4 12.5	5 15.6	3 9.4	3 9.4	1 3.1		1 3.1	3 9.4	2493	2525 32
Private Recognized Aided	8 25.8	4 12.9	4 12.9	5 16.1	3 9.7	2 6.5	1 3.2		1 3.2	3 9.7	2460	2491 31
Private Recognized Unaided	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.		0 0.	0 0.	23	23 0
Male	3 60.0	0 0.	1 20.0	1 20.0	0 0.	0 0.	0 0.		0 0.	0 0.	364	369 5
Female	1 50.0	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.		0 0.	0 0.	171	173 2
Mixed	4 16.0	3 12.0	3 12.0	4 16.0	3 12.0	3 12.0	1 4.0		1 4.0	3 12.0	1957	1982 25
Junior/Middle	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.		0 0.	0 0.	476	476 0
Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.		0 0.	0 0.	1988	1988 0
Higher Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.		0 0.	0 0.	9	
Degree College	8 25.0	4 12.5	4 12.5	5 15.6	3 9.4	3 9.4	1 3.1		1 3.1	3 9.4	20	5 3
Urban	2 28.6	2 28.6	1 14.3	0 0.	0 0.	0 0.	0 0.		0 0.	2 28.6	139	14
Semi-Urban	4 18.2	2 9.1	3 13.6	4 18.2	3 13.6	3 13.6	1 4.5		1 4.5	1 4.5	190	21 2
Rural	2 66.7	0 0.	0 0.	1 33.3	0 0.	0 0.	0 0.		0 0.	0 0.	2162	216

Appendix Table 2f

Frequency Distribution of School Enrollments

Sex Male Grade Level 1-5 Year 1967-68

ollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Total
ul	111 35.0	70 22.1	64 20.2	30 9.5	20 6.3	10 3.2	5 1.6	2 .6	4 1.3	1 .3	3196	3513 317
vate Recog- ed Aided	110 35.5	69 22.3	63 20.3	29 9.4	19 6.1	9 2.9	5 1.6	2 .6	4 1.3	0 0.	3108	3418 310
vate Recog- ed Unaided	0 0.	1 16.7	1 16.7	1 16.7	1 16.7	1 16.7	0 0.	0 0.	0 0.	1 16.7	64	70 6
e	25 31.6	22 27.8	13 16.5	4 5.1	7 8.9	5 6.3	1 1.3	1 1.3	1 1.3	0 0.	382	461 79
ale	0 0.	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	262	263 1
ed	86 36.3	47 19.8	51 21.5	26 11.0	13 5.5	5 2.1	4 1.7	1 .4	3 1.3	1 .4	2548	2785 237
ior/Middle	21 50.0	7 16.7	5 11.9	7 16.7	2 4.8	0 0.	0 0.	0 0.	0 0.	0 0.	860	902 42
ondary	90 32.7	63 22.9	59 21.5	23 8.4	18 6.5	10 3.6	5 1.8	2 .7	4 1.5	1 .4	2225	2500 275
her Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	50	50 0
ree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	58	58 0
an	20 31.2	11 17.2	11 17.2	8 12.5	4 6.3	5 7.8	2 3.1	2 3.1	1 1.6	0 0.	129	193 64
d-Urban	18 27.7	14 21.5	13 20.0	7 10.8	7 10.8	4 6.2	0 0.	0 0.	1 1.5	1 1.5	195	260 65
	73	45	40	15	9	1	3	0	2	0	2867	3055 188

Appendix V Table 27

Frequency Distribution of School Enrollments

Sex Female Grade Level 1-5 Year 1967-68

rollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Total
tal	125 38.3	65 19.9	55 16.9	38 11.7	24 7.4	11 3.4	4 1.2	2 .6	1 .3	1 .3	3187	3513 326
ivate Recog-zed Aided	124 38.5	64 19.9	54 16.8	38 11.8	24 7.5	11 3.4	4 1.2	1 .3	1 .3	1 .3	3096	3418 322
ivate Recog-zed Unaided	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1 50.0	0 0.	0 0.	68	70 2
ıle	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	461	461 0
ɪmale	10 9.6	17 16.3	30 28.8	21 20.2	13 12.5	7 6.7	4 3.8	1 1.0	0 0.	1 1.0	159	263 104
ɪxed	115 51.8	48 21.6	25 11.3	17 7.7	11 5.0	4 1.8	0 0.	1 .5	1 .5	0 0.	2563	2785 222
ınior/Middle	16 20.8	22 28.6	20 26.0	12 15.6	6 7.8	1 1.3	0 0.	0 0.	0 0.	0 0.	825	902 77
ɛcondary	109 43.8	43 17.3	35 14.1	26 10.4	18 7.2	10 4.0	4 1.6	2 .8	1 .4	1 .4	2251	2500 249
ɪgher Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	50	50 0
ɛgree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	58	58 0
rban	6 12.5	10 20.8	13 27.1	8 16.7	9 18.7	1 2.1	0 0.	0 0.	1 2.1	0 0.	145	193 48
emi-Urban	18 29.5	11 18.0	10 16.4	10 16.4	3 4.9	2 3.3	4 6.6	2 3.3	0 0.	1 1.6	199	260 61
	101	44	32	20	12	8	0	0	0	0	2838	3055 217

Appendix V Table 28

Frequency Distribution of School Enrollments

Sex Male and Female Grade Level 1-5 Year 1967-68

Enrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	>451	Others	Total
Total	73 17.2	76 17.9	86 20.3	77 18.2	45 10.6	34 8.0	16 3.8	5 1.2	2 .5	10 2.4	3089	3513 424
Private Recognized Aided	72 17.3	74 17.8	84 20.2	76 18.3	44 10.6	33 8.0	16 3.9	5 1.2	2 .5	9 2.2	3003	3418 415
Private Recognized Unaided	0 0.	1 16.7	1 16.7	1 16.7	1 16.7	1 16.7	0 0.	0 0.	0 0.	1 16.7	64	70 6
Male	25 31.6	22 27.8	13 16.5	4 5.1	7 8.9	5 6.3	1 1.3	1 1.3	1 1.3	0 0.	382	461 79
Female	10 9.6	16 15.4	31 29.8	21 20.2	13 12.5	7 6.7	4 3.8	1 1.0	0 0.	1 1.0	159	263 104
Mixed	38 15.8	38 15.8	42 17.4	52 21.6	25 10.4	22 9.1	11 4.6	3 1.2	1 .4	9 3.7	2544	2785 241
Junior/Middle	9 11.1	16 19.8	17 21.0	21 25.9	14 17.3	3 3.7	1 1.2	0 0.	0 0.	0 0.	821	902 81
Secondary	64 18.7	60 17.5	69 20.1	56 16.3	31 9.0	31 9.0	15 4.4	5 1.5	2 .6	10 2.9	2157	2500 343
Higher Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	50	50 0
Degree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	58	58 0
Urban	12 15.2	10 12.7	13 16.5	8 10.1	13 16.5	14 17.7	3 3.8	1 1.3	1 1.3	4 5.1	114	19 7
Semi-Urban	5 5.9	17 20.0	17 20.0	14 16.5	12 14.1	6 7.1	9 10.6	2 2.4	1 1.2	2 2.4	175	26 8
Rural	56 21.5	49 18.8	56 21.5	55 21.2	20 7.7	14 5.4	4 1.5	2 .8	0 0.	4 1.5	2795	305 26

Frequency Distribution of School Enrollments

Sex Male Grade Level 6-8 Year 1967-68

Enrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Total
Total	75 2.4	858 27.9	965 31.4	582 19.0	249 8.1	163 5.3	82 2.7	39 1.3	27 .9	30 1.0	961	4031 3070
Private Recog-ized Aided	71 2.4	811 27.1	944 31.6	578 19.3	248 8.3	162 5.4	81 2.7	39 1.3	27 .9	28 .9	913	3902 2989
Private Recog-ized Unaided	2 3.3	37 60.7	15 24.6	3 4.9	1 1.6	1 1.6	1 1.6	0 0.	0 0.	1 1.6	25	86 61
Male	40 9.3	55 12.9	76 17.8	79 18.5	39 9.1	52 12.1	37 8.6	20 4.7	12 2.8	18 4.2	44	472 428
Female	0 0.	3 60.0	0 0.	0 0.	1 20.0	0 0.	0 0.	0 0.	0 20.0	1	259	264 5
Mixed	33 1.3	799 30.4	886 33.7	503 19.1	209 7.9	111 4.2	45 1.7	19 .7	15 .6	9 .3	175	2804 2629
Junior/Middle	30 3.9	553 71.7	171 22.2	13 1.7	2 .3	2 .3	0 0.	0 0.	0 0.	0 0.	134	905 771
Secondary	43 1.9	304 13.3	791 34.5	569 24.8	247 10.8	161 7.0	82 3.6	39 1.7	27 1.2	28 1.2	222	2513 2291
Higher Secondary	0 0.	0 0.	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	52	53 1
Degree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	58	58 0
Urban	2 1.6	25 19.5	28 21.9	24 18.7	10 7.8	10 7.8	6 4.7	7 5.5	5 3.9	11 8.6	102	230 128
Semi-Urban	6 3.7	28 17.1	27 16.5	32 19.5	17 10.4	20 12.2	19 11.6	7 4.3	2 1.2	6 3.7	117	281 164
2	66	805	907	525	222	133	57	24	20	13	739	3511
52									.7	.5		2772

Appendix V Table 30

Frequency Distribution of School Enrollments

Sex Female Grade Level 6-8 Year 1967-68

rollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Total
tal	2451 87.4	241 8.6	71 2.5	9 .3	14 .5	8 .3	6 .2	2 .1	1 .0	1 .0	1227	403 280
ivate Recog-zed Aided	2381 87.3	235 8.6	70 2.6	9 .3	14 .5	8 .3	5 .2	2 .1	1 .0	1 .0	1176	3902 2726
ivate Recog-zed Unaided	51 92.7	3 5.5	1 1.8	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	31	86 55
;le	3 60.0	1 20.0	0 0.	0 0.	1 20.0	0 0.	0 0.	0 0.	0 0.	0 0.	467	472 5
:male	29 11.6	150 60.2	49 19.7	4 1.6	7 2.8	5 2.0	3 1.2	1 .4	1 .4	0 0.	15	264 249
ixed	2414 94.9	90 3.5	22 .9	5 .2	6 .2	3 .1	3 .1	1 .0	0 0.	1 .0	259	2804 2845
unior/Middle	725 87.6	98 11.8	5 .6	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	77	905 828
econdary	1721 87.3	143 7.3	66 3.3	9 .5	14 .7	8 .4	6 .3	2 .1	1 .1	1 .1	542	2513 1971
igher Secondary	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	52	53 1
egree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	58	58 0
rban	49 48.0	24 23.5	9 8.8	3 2.9	6 5.9	3 2.9	4 3.9	2 2.0	1 1.0	1 1.0	128	230 102
emi-Urban	73 53.7	29 21.3	19 14.0	4 2.9	5 3.7	5 3.7	1 .7	0 0.	0 0.	0 0.	145	281 136
ural	2325 90.7	188 7.3	43 1.7	2 .1	3 .1	0 0.	1 .0	0 0.	0 0.	0 0.	949	3511 2562

Appendix V Table 31

Frequency Distribution of School Enrollments

Sex Male and Female Grade Level 6-8 Year 1967-68

Enrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	>451	Others	Total
Total	98 2.9	786 23.2	1071 31.6	661 19.5	344 10.2	193 5.7	120 3.5	41 1.2	31 .9	41 1.2	645	4031 3386
Private Recognized Aided	92 2.8	748 22.7	1038 31.5	656 19.9	341 10.3	192 5.8	119 3.6	41 1.2	31 .9	39 1.2	605	3902 3297
Private Recognized Unaided	2 3.1	30 46.9	23 35.9	3 4.7	3 4.7	1 1.6	1 1.6	0 0.	0 0.	1 1.6	22	86 64
Male	40 9.3	55 12.8	76 17.7	79 18.4	39 9.1	53 12.4	37 8.6	20 4.7	12 2.8	18 4.2	43	472 429
Female	28 11.1	152 60.3	49 19.4	4 1.6	7 2.8	6 2.4	3 1.2	1 .4	1 .4	1 .4	12	264 252
Mixed	27 1.0	578 21.4	945 35.1	576 21.4	298 11.1	134 5.0	80 3.0	20 .7	18 .7	20 .7	108	2804 2696
Junior/Middle	47 5.2	526 58.6	289 32.2	28 3.1	5 .6	2 .2	1 .1	0 0.	0 0.	0 0.	7	905 898
Secondary	48 1.9	259 10.4	780 31.5	632 25.5	339 13.7	191 7.7	119 4.8	41 1.7	31 1.3	39 1.6	34	2513 2479
Higher Secondary	0 0.	0 0.	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	52	53 1
Degree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	58	58 0
Urban	4 2.4	28 16.8	29 17.4	29 17.4	24 14.4	14 8.4	9 5.4	12 7.2	4 2.4	14 8.4	63	230 167
Semi-Urban	6 3.7	36 16.7	47 21.8	36 16.7	24 11.1	29 13.4	20 9.3	7 3.2	2 .9	7 3.2	65	281 216
Rural	85 2.8	722 24.1	933 33.1	594 19.8	296 9.9	150 5.0	91 3.0	21 .7	25 .8	20 .7	514	3511 3007

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Frequency Distribution of School Enrollments

Sex Male Grade Level 9-10 Year 1967-68

nrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Total
otal	410 17.5	998 43.0	531 22.9	241 10.4	89 3.8	32 1.4	9 .4	4 .2	2 .1	7 .3	1708	4031 2323
rivate Recog-ized Aided	402 17.5	993 43.2	523 22.7	240 10.4	89 3.9	32 1.4	9 .4	4 .2	2 .1	5 .2	1603	3902 2299
rivate Recog-ized Unaided	7 36.8	3 15.8	7 36.8	1 5.3	0 0.	0 0.	0 0.	0 0.	0 0.	1 5.3	67	86 19
ale	71 18.2	95 24.4	72 18.5	86 22.1	33 8.5	19 4.9	8 2.1	1 .3	2 .5	3 .8	82	472 390
emale	1 16.7	2 33.3	1 16.7	0 0.	1 16.7	0 0.	0 0.	0 0.	0 0.	1 16.7	258	264 6
ixed	337 17.5	900 46.8	457 23.8	154 8.0	55 2.9	13 .7	1 .1	3 .2	0 0.	3 .2	881	2804 1923
unior/Middle	3 25.0	2 16.7	1 8.3	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	6 50.0	893	905 12
econdary	405 17.6	992 43.1	528 22.9	240 10.4	88 3.8	32 1.4	9 .4	4 .2	2 .1	1 .0	212	2513 2301
igher Secondary	1 14.3	3 42.9	2 28.6	0 0.	1 14.3	0 0.	0 0.	0 0.	0 0.	0 0.	46	53 7
egree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	53	58 0
rban	10 9.1	38 34.5	25 22.7	13 11.8	13 11.8	5 4.5	4 3.6	1 .9	0 0.	1 .9	120	230 110
emi-Urban	18 12.3	38 26.0	34 23.3	25 17.1	17 11.6	8 5.5	3 2.1	1 .7	1 .7	1 .7	135	281 146
	380	919	472	201	59	19	2	2	1	5	1451	351 206

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Frequency Distribution of School Enrollments

Sex Female Grade Level 9-10 Year 1967-68

rollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Total
tal	1640 95.8	51 3.0	7 .4	12 .7	1 .1	1 .1					2319	4031 1712
ivate Recog- zed Aided	1625 95.8	51 3.0	7 .4	12 .7	1 .1	1 .1					2205	3902 1697
ivate Recog- zed Unaided	10 100.0	0 0.	0 0.	0 0.	0 0.	0 0.					76	86 10
ıle	2 66.7	1 33.3	0 0.	0 0.	0 0.	0 0.					469	472 3
:male	97 69.8	31 22.3	3 2.2	7 5.0	0 0.	1 .7					125	264 139
.xed	1539 98.2	18 1.1	3 .3	5 .3	1 .1	0 0.					1237	2804 1567
nior/Middle	4 80.0	1 20.0	0 0.	0 0.	0 0.	0 0.					900	905 5
:condary	1631 95.9	49 2.9	7 .4	12 .7	1 .1	1 .1					812	2513 1701
igher Secondary	4 100.0	0 0.	0 0.	0 0.	0 0.	0 0.					49	53 4
:gree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.					58	58 0
rban	50 67.6	12 16.2	3 4.1	7 9.5	1 1.4	1 1.4					156	230 74
emi-Urban	85 78.7	17 15.7	2 1.9	4 3.7	0 0.	0 0.					173	281 108
	1503	22	2	1	0	0					1983	3511 1528

Appx V Table 34

Frequency Distribution of School Enrollments

Sex Male and Female Grade Level 9-10 Year 1967-68

Enrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	>451	Others	Total
Total	496 19.7	991 39.4	584 23.2	287 11.4	92 3.7	35 1.4	16 .6	3 .1	3 .1	7 .3	1517	4031 2514
Private Recog-nized Aided	485 19.5	987 39.7	575 23.1	286 11.5	92 3.7	35 1.4	16 .6	3 .1	3 .1	5 .2	1415	3902 2487
Private Recog-nized Unaided	8 40.0	2 10.0	8 40.0	1 5.0	0 0.	0 0.	0 0.	0 0.	0 0.	1 5.0	66	86 20
Male	70 17.9	97 24.8	72 18.4	86 22.0	33 8.4	19 4.9	8 2.0	1 .3	2 .5	3 .8	81	472 391
Female	97 67.8	31 21.7	3 2.1	9 6.3	1 .7	1 .7	0 0.	0 0.	0 0.	1 .7	121	264 143
Mixed	328 16.6	861 43.6	508 25.7	191 9.7	58 2.9	15 .8	8 .4	2 .1	1 .1	3 .2	829	2804 1975
Junior/Middle	4 28.6	3 21.4	1 7.1	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	6 42.9	891	905 14
Secondary	490 19.7	983 39.5	581 23.3	286 11.5	91 3.7	35 1.4	16 .6	3 .1	3 .1	1 0.	24	2513 2489
Higher Secondary	1 14.3	3 42.9	2 28.6	0 0.	1 14.3	0 0.	0 0.	0 0.	0 0.	0 0.	46	53 7
Degree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	58	58 0
Urban	19 13.2	46 31.9	28 19.4	25 17.4	13 9.0	7 4.9	4 2.8	0 0.	1 .7	1 .7	86	230 144
Semi-Urban	41 21.5	45 23.6	41 21.5	32 16.8	15 7.9	8 4.2	6 3.1	1 .5	1 .5	1 .5	90	281 191
Rural	434 20.0	897 41.3	515 23.7	228 10.5	64 2.9	20 .9	6 .3	2 .1	1 0.	5 .2	1339	3511 2172

Appendix V Table 35

Frequency Distribution of School Enrollments

Sex Male Grade Level 11-12 Year 1967-68

Enrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Total
Total	4 4.2	3 3.2	2 2.1	9 9.5	8 8.4	4 4.2	5 5.3	8 8.4	3 3.2	49 51.6	3418	3513 95
Private Recognized Aided	4 4.5	3 3.4	2 2.2	9 10.1	6 6.7	4 4.5	4 4.5	8 9.0	2 2.2	47 52.8	3329	3418 89
Private Recognized Unaided	0 0.	0 0.	0 0.	0 0.	2 50.0	0 0.	1 25.0	0 0.	1 25.0	0 0.	66	70 4
Male	3 21.4	3 21.4	0 0.	3 21.4	1 7.1	0 0.	0 0.	0 0.	0 0.	4 28.6	447	461 14
Female	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	263	263 0
Mixed	1 1.2	0 0.	2 2.5	6 7.4	7 8.6	4 4.9	5 6.2	8 9.9	3 3.7	45 55.6	2704	2785 51
Junior/Middle	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	902	902 0
Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	2500	2500 0
Higher Secondary	3 6.5	2 4.3	2 4.3	9 19.6	8 17.4	3 6.5	5 10.9	4 8.7	2 4.3	8 17.4	4	50 46
Degree College	1 2.0	1 2.0	0 0.	0 0.	0 0.	1 2.0	0 0.	4 8.2	1 2.0	41 83.7	9	58 49
Urban	1 5.9	0 0.	0 0.	1 5.9	2 11.8	0 0.	0 0.	1 5.9	0 0.	12 70.6	176	193 17
Semi-Urban	2 5.1	1 2.6	1 2.6	0 0.	2 5.1	1 2.6	1 2.6	2 5.1	0 0.	29 74.4	221	260 39
Rural	1 2.6	2 5.3	1 2.6	8 21.1	4 10.5	3 7.9	4 10.5	5 13.2	2 5.3	8	3017	3055 38

Appen ● / Table 38

Frequency Distribution of School Enrollments

Sex Female Grade Level 9-12 Year 1967-68

rollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Total
tal	67 74.4	14 15.6	2 2.2	2 2.2	1 1.1	1 1.1	1 1.1	1 1.1		1 1.1	3423	3513 90
ivate Recog- zed Aided	62 73.8	13 15.5	2 2.4	2 2.4	1 1.2	1 1.2	1 1.2	1 1.2		1 1.2	3334	3418 84
ivate Recog- zed Unaided	4 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.		0 0.	66	70 4
ale	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.		0 0.	461	461 0
emale	0 0.	2 20.0	2 20.0	1 10.0	1 10.0	1 10.0	1 10.0	1 10.0		1 10.0	253	263 10
ixed	67 83.7	12 15.0	0 0.	1 1.3	0 0.	0 0.	0 0.	0 0.		0 0.	2705	2785 80
unior/Middle	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.		0 0.	902	902 0
econdary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.		0 0.	2500	2500 0
igher Secondary	35 92.1	2 5.3	1 2.6	0 0.	0 0.	0 0.	0 0.	0 0.		0 0.	12	50 38
egree College	32 61.5	12 23.1	1 1.9	2 3.8	1 1.9	1 1.9	1 1.9	1 1.9		1 1.9	6	58 52
Urban	12 57.1	1 4.8	1 4.8	2 9.5	1 4.8	1 4.8	1 4.8	1 4.8		1 4.8	172	193 21
emi-Urban	24 66.7	11 30.6	1 2.8	0 0.	0 0.	0 0.	0 0.	0 0.		0 0.	224	260 36
	[illegible]	[illegible]	0	0	0	0	0	0		0	3023	3055 32

Appendix V Table 37

Frequency Distribution of School Enrollments

Sex Male and Female Grade Level 9-12 Year 1967-68

Enrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	>451	Others	Total
Total	4 3.8	5 4.8	4 3.8	7 6.7	10 9.5	6 5.7	5 4.8	9 8.6	4 3.8	51 48.6	3408	3513 105
Private Recog-nized Aided	4 4.0	5 5.1	4 4.0	7 7.1	8 8.1	6 6.1	4 4.0	9 9.1	3 3.0	49 49.5	3319	3418 99
Private Recog-nized Unaided	0 0.	0 0.	0 0.	0 0.	2 50.0	0 0.	1 25.0	0 0.	1 25.0	0 0.	66	70 4
Male	3 21.4	3 21.4	0 0.	3 21.4	1 7.1	0 0.	0 0.	0 0.	0 0.	4 28.6	447	461 14
Female	0 0.	2 20.0	2 20.0	1 10.0	1 10.0	1 10.0	1 10.0	1 10.0	0 0.	1 10.0	253	263 10
Mixed	1 1.2	0 0.	2 2.5	3 3.7	8 9.9	5 6.2	4 4.9	8 9.9	4 4.9	46 56.8	2704	2785 81
Junior/Middle	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	902	902 0
Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	2500	2500 0
Higher Secondary	3 6.3	3 6.3	3 6.3	6 12.5	9 18.7	4 8.3	4 8.3	5 10.4	3 6.3	8 16.7	2	50 48
Degree College	1 1.8	2 3.5	1 1.8	1 1.8	1 1.8	2 3.5	1 1.8	4 7.0	1 1.8	43 75.4	1	58 57
Urban	1 4.0	1 4.0	1 4.0	1 4.0	4 16.0	1 4.0	1 4.0	1 4.0	1 4.0	13 52.0	168	193 25
Semi-Urban	2 4.9	2 4.9	2 4.9	0 0.	2 4.9	1 2.4	1 2.4	2 4.9	0 0.	29 70.7	219	260 41
Rural	1 2.6	2 5.3	1 2.6	6 15.8	4 10.5	4 10.5	3 7.9	6 15.8	2 5.3	9 23.7	3017	3055 38

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Frequency Distribution of School Enrol ents

Sex Male Grade Level 13-14 Year 1967-68

ollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Total
al	2 4.1	6 12.2	2 4.1	9 18.4	3 6.1	5 10.2	1 2.0	6 12.2	2 4.1	13 26.5	3464	3513 49
vate Recog-ed Aided	2 4.3	6 12.8	2 4.3	9 19.1	3 6.4	4 8.5	1 2.1	6 12.8	2 4.3	12 25.5	3371	3418 47
vate Recog-ed Unaided	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	70	70 0
.e	2 33.3	1 16.7	1 16.7	0 0.	0 0.	1 16.7	0 0.	0 0.	0 0.	1 16.7	455	461 6
ıale	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	263	263 0
ted	0 0.	5 11.6	1 2.3	9 20.9	3 7.0	4 9.3	1 2.3	6 14.0	2 4.7	12 27.9	2742	2785 43
ıior/Middle	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	902	902 0
ondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	2500	2500 0
ther Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	50	50 0
ree College	2 4.1	6 12.2	2 4.1	9 18.4	3 6.1	5 10.2	1 2.0	6 12.2	2 4.1	13 26.5	9	58 49
an	0 0.	1 9.1	2 18.2	1 9.1	0 0.	0 0.	0 0.	2 18.2	0 0.	5 45.5	182	193 11
i-Urban	1 3.4	3 10.3	0 0.	6 20.7	2 6.9	2 6.9	1 3.4	4 13.8	2 6.9	8 27.6	231	260 29
al	1 11.1	2 22.2	0 0.	2 22.2	1 11.1	3 33.3	0 0.	0 0.	0 0.	0 0.	3046	3055 9

Appendix V Table 29

Frequency Distribution of School Enrollments

Sex Female Grade Level 13-14 Year 1967-68

ollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	> 451	Others	Total
al	42 89.4	3 6.4	2 4.3								3466	3513 47
vate Recog-ed Aided	40 88.9	3 6.7	2 4.4								3373	3418 45
vate Recog-ed Unaided	0 0.	0 0.	0 0.								70	70 0
e	0 0.	0 0.	0 0.								461	461 0
ale	4 57.1	1 14.3	2 28.6								256	263 7
ed	38 95.0	2 5.0	0 0.								2745	2785 40
ior/Middle	0 0.	0 0.	0 0.								902	902 0
ondary	0 0.	0 0.	0 0.								2500	2500 0
her Secondary	0 0.	0 0.	0 0.								50	50 0
ree College	42 89.4	3 6.4	2 4.3								11	58 47
an	11 73.3	2 13.3	2 13.3								178	193 15
i-Urban	26 96.3	1 3.7	0 0.								233	260 27
al	5 100.0	0 0.	0 0.								3050	3055 5

Table 40

Frequency Distribution of School Enrollments

Sex Male and Female Grade Level 13-14 Year 1967-68

Enrollment	1-50	51-100	101-150	151-200	201-250	251-300	301-350	351-400	401-450	>451	Others	Total
Total	6 10.7	7 12.5	4 7.1	7 12.5	4 7.1	5 8.9	1 1.8	6 10.7	1 1.8	15 26.8	3457	3513 56
Private Recog-nized Aided	6 11.1	7 13.0	4 7.4	7 13.0	4 7.4	4 7.4	1 1.9	6 11.1	1 1.9	14 25.9	3364	3418 54
Private Recog-nized Unaided	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	70	70 0
Male	2 33.3	1 16.7	1 16.7	0 0.	0 0.	1 16.7	0 0.	0 0.	0 0.	1 16.7	455	461 6
Female	4 57.1	1 14.3	2 28.6	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	256	263 7
Mixed	0 0.	5 11.6	1 2.3	7 16.3	4 9.3	4 9.3	1 2.3	6 14.0	1 2.3	14 32.6	2742	2785 43
Junior/Middle	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	902	902 0
Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	2500	2500 0
Higher Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	50	50 0
Degree College	6 10.7	7 12.5	4 7.1	7 12.5	4 7.1	5 8.9	1 1.8	6 10.7	1 1.8	15 26.8	2	58 56
Urban	4 22.2	2 11.1	4 22.2	1 5.6	0 0.	0 0.	0 0.	2 11.1	0 0.	5 27.8	175	193 18
Semi-Urban	1 3.4	3 10.3	0 0.	4 13.8	3 10.3	2 6.9	1 3.4	4 13.8	1 3.4	10 34.5	231	260 29
Rural	1 11.1	2 22.2	0 0.	2 22.2	1 11.1	3 33.3	0 0.	0 0.	0 0.	0 0.	3046	3055 9

Appendix V Table 41

Size Distribution of School Enrollments

Geographical Location: Urban Sex composition: Male Year: 1963-64

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	1 33.3	2 66.7	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	4 3
Secondary	1 2.0	9 18.0	5 10.0	3 6.0	11 22.0	9 18.0	1 2.0	4 8.0	2 4.0	5 10.0	6	56 50
Higher Secondary	0 0.	0 0.	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	2	3 1
Degree College	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1 50.0	0	2 2
Other	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	1 0
Total	3 5.4	11 19.6	6 10.7	3 5.4	11 19.6	9 16.1	1 1.8	4 7.1	2 3.6	6 10.7	10	66 56

Appendix V Table 42

Size Distribution of School Enrollments

Geographical Location: Semi-Urban Sex composition: Male Year: 1963-64

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	2	2 0
Secondary	5 8.6	4 6.9	14 24.1	11 19.0	7 12.1	6 10.3	6 10.3	3 5.2	2 3.4	0 0.	3	61 58
Higher Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	2	2 0
Degree College	1 50.0	0 0.	0 0.	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0	2 2
Other												
Total	6 10.0	4 6.7	14 23.3	12 20.0	7 11.7	6 10.0	6 10.0	3 5.0	2 3.3	0 0.	7	67 60

Appendix V Table 43

Size Distribution of School Enrollments

Geographical Location: Rural Sex composition: Male Year: 1963-64

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	21 84.0	3 12.0	1 4.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	29	54 25
Secondary	39 17.4	54 24.1	59 25.9	38 17.0	15 6.7	11 4.9	4 1.8	4 1.8	1 .4	0 0.	47	271 224
Higher Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	5	5 0
Degree College	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1 50.0	0 0.	0	2 2
Other	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	6	6 0
Total	61 24.3	57 22.7	59 23.5	38 15.1	15 6.0	11 4.4	4 1.6	4 1.6	2 .8	0 0.	87	338 251

Appendix V Table 44

Size Distribution of School Enrollments

Geographical Location: Total Sex composition: Male Year: 1963-64

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	22 78.6	5 17.9	1 3.6	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	32	60 28
Secondary	45 13.5	67 20.1	77 23.1	53 15.9	33 9.9	26 7.8	11 3.3	11 3.3	5 1.5	5 1.5	56	389 333
Higher Secondary	0 0.	0 0.	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	9	10 1
Degree College	3 50.0	0 0.	0 0.	1 16.7	0 0.	0 0.	0 0.	0 0.	1 16.7	1 16.7	0	6 6
Other	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	7	7 0
Total	70 19.0	72 19.6	79 21.5	54 14.7	33 9.0	26 7.1	11 3.0	11 3.0	6 1.6	6 1.6	104	472 368

Appendix V Table 45

Size Distribution of School Enrollments

Geographical Location: Urban Sex composition: Female Year: 1963-64

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	1 0
Secondary	2 11.1	7 38.9	2 11.1	0 0.	4 22.2	0 0.	1 5.6	2 11.1	0 0.	0 0.	5	23 18
Higher Secondary												
Degree College	1 25.0	1 25.0	1 25.0	1 25.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	4	8 4
Other												
Total	3 13.6	8 36.4	3 13.6	1 4.5	4 18.2	0 0.	1 4.5	2 9.1	0 0.	0 0.	10	32 22

Appendix V Table 46

Size Distribution of School Enrollments

Geographical Location: Semi-Urban Sex composition: Female Year: 1963-64

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	3 75.0	1 25.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	2	6 4
Secondary	6 23.1	7 26.9	5 19.2	3 11.5	2 7.7	0 0.	1 3.8	2 7.7	0 0.	0 0.	4	30 26
Higher Secondary	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	2	2 0
Degree College												
Other												
Total	9 30.0	8 26.7	5 16.7	3 10.0	2 6.7	0 0.	1 3.3	2 6.7	0 0.	0 0.	8	38 30

Appendix V Table 47

Size Distribution of School Enrollments

Geographical Location: Rural Sex composition: Female Year: 1963-64

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	40 63.5	14 22.2	8 12.7	1 1.6	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	41	104 63
Secondary	29 51.8	13 23.2	11 19.6	3 5.4	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	33	89 56
Higher Secondary												
Degree College												
Other	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	1 0
Total	69 58.0	27 22.7	19 16.0	4 3.4	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	75	194 119

Appendix V Table 48

Size Distribution of School Enrollments

Geographical Location: Total Sex composition: Female Year: 1963-64

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	43	15	8	1	0	0	0	0	0	0	44	111
	64.2	22.4	11.9	1.5	0.	0.	0.	0.	0.	0.		67
Secondary	37	27	18	6	6	0	2	4	0	0	42	142
	37.0	27.0	18.0	6.0	6.0	0.	2.0	4.0	0.	0.		100
Higher Secondary	0	0	0	0	0	0	0	0	0	0	2	2
	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.		0
Degree College	1	1	1	1	0	0	0	0	0	0	4	8
	25.0	25.0	25.0	25.0	0.	0.	0.	0.	0.	0.		4
Other	0	0	0	0	0	0	0	0	0	0	1	1
	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.		0
Total	81	43	27	8	6	0	2	4	0	0	93	264
	47.4	25.1	15.8	4.7	3.5	0.	1.2	2.3	0.	0.		171

Appendix V Table 49

Size Distribution of School Enrollments

Geographical Location: Urban Sex composition: Mixed Year: 1963-64

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	6 54.5	3 27.3	2 18.2	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	8	19 11
Secondary	4 8.2	11 22.4	11 22.4	6 12.2	6 12.2	5 10.2	2 4.1	0 0.	2 4.1	2 4.1	15	64 49
Higher Secondary	1 50.0	0 0.	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	3	5 2
Degree College	0 0.	1 14.3	0 0.	0 0.	2 28.6	1 14.3	0 0.	0 0.	1 14.3	2 28.6	2	9 7
Other												
Total	11 15.9	15 21.7	14 20.3	6 8.7	8 11.6	6 8.7	2 2.9	0 0.	3 4.3	4 5.8	2[a]	97 69

Appendix V Table 50

Size Distribution of School Enrollments

Geographical Location: Semi-Urban Sex composition: Mixed Year: 1963-64

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	7 63.6	0 0.	3 27.3	1 9.1	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	10	21 11
Secondary	4 4.9	21 25.6	19 23.2	14 17.1	11 13.4	5 6.1	3 3.7	3 3.7	0 0.	2 2.4	16	98 82
Higher Secondary	0 0.	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	6	7 1
Degree College	0 0.	1 3.7	1 3.7	3 11.1	2 7.4	3 11.1	3 11.1	3 11.1	1 3.7	10 37.0	1	28 27
Other												
Total	11 9.1	23 19.0	23 19.0	18 14.9	13 10.7	8 6.6	6 5.0	6 5.0	1 .8	12 9.9	33	154 121

Appendix V Table 51

Size Distribution of School Enrollments

Geographical Location: Rural Sex composition: Mixed Year: 1963-64

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	289	61	6	2	0	0	0	0	0	0	335	693
	80.7	17.0	1.7	.6	0.	0.	0.	0.	0.	0.		358
Secondary	213	524	393	191	67	17	12	1	1	2	395	1816
	15.0	36.9	27.7	13.4	4.7	1.2	.8	.1	.1	.1		1421
Higher Secondary	0	2	1	0	0	0	0	0	0	0	25	29
	0.	66.7	33.3	0.	0.	0.	0.	0.	0.	0.		3
Degree College	0	3	3	0	0	1	0	0	0	0	0	7
	0.	42.9	42.9	0.	0.	14.3	0.	0.	0.	0.		7
Other	0	0	0	0	0	0	0	0	0	0	5	5
	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.		0
Total	502	590	403	193	67	18	12	1	1	2	760	2549
	28.1	33.0	22.5	10.8	3.7	1.0	.7	.1	.1	.1		1789

Appendix V Table 52

Size Distribution of School Enrollments

Geographical Location: Total Sex composition: Mixed Year: 1963-64

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	302 79.5	64 16.8	11 2.9	3 .8	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	353	733 380
Secondary	221 14.2	557 35.9	423 27.2	211 13.6	84 5.4	27 1.7	17 1.1	4 .3	3 .2	6 .4	428	1981 1553
Higher Secondary	1 16.7	3 50.0	2 33.3	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	35	41 6
Degree College	0 0.	5 12.2	4 9.8	3 7.3	4 9.8	5 12.2	3 7.3	3 7.3	2 4.9	12 29.3	3	44 41
Other	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	5	5 0
Total	524 26.5	629 31.8	440 22.2	217 11.0	88 4.4	32 1.6	20 1.0	7 .4	5 .3	18 .9	824	2804 1990

Appendix V Table 53

Size Distribution of School Enrollments

Geographical Location: Urban Sex composition: Total Year: 1963-64

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	7	5	2	0	0	0	0	0	0	0	10	24
	50.0	35.7	14.3	0.	0.	0.	0.	0.	0.	0.		14
Secondary	7	27	18	9	21	14	4	6	4	7	26	143
	6.0	23.1	15.4	7.7	17.9	12.0	3.4	5.1	3.4	6.0		117
Higher Secondary	1	0	2	0	0	0	0	0	0	0	5	8
	33.3	0.	66.7	0.	0.	0.	0.	0.	0.	0.		3
Degree College	2	2	1	1	2	1	0	0.	1	3	6	19
	15.4	15.4	7.7	7.7	15.4	7.7	0.	0.	7.7	23.1		13
Other	1	0	0	0	0	0	0	0	0	0	35	36
	100.0	0.	0.	0.	0.	0.	0.	0.	0.	0.		1
Total	18	34	23	10	23	15	4	6	5	10	82	230
	12.2	23.0	15.5	6.8	15.5	10.1	2.7	4.1	3.4	6.8		148

Appendix V Table 54

Size Distribution of School Enrollments

Geographical Location: Semi-Urban Sex composition: Total Year: 1963-64

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	10 66.7	1 6.7	3 20.0	1 6.7	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	14	29 15
Secondary	15 9.0	32 19.3	38 22.9	28 16.9	20 12.0	11 6.6	10 6.0	8 4.8	2 1.2	2 1.2	23	189 166
Higher Secondary	0 0.	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	10	11 1
Degree College	1 3.4	1 3.4	1 3.4	4 13.8	2 6.9	3 10.3	3 10.3	3 10.3	1 3.4	10 34.5	1	30 29
Other	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1 100.0	0 0.	0 0.	0 0.	21	22 1
Total	26 12.3	35 16.5	42 19.8	33 15.6	22 10.4	14 6.6	14 6.6	11 5.2	3 1.4	12 5.7	69	281 212

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Appendix V Table 55

Size Distribution of School Enrollments

Geographical Location: Rural Sex composition: Total Year: 1963-64

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	350	78	15	3	0	0	0	0	0	0	406	352
	78.5	17.5	3.4	.7	0.	0.	0.	0.	0.	0.		446
Secondary	281	591	463	232	82	28	16	5	2	2	475	2177
	16.5	34.7	27.2	13.6	4.8	1.6	.9	.3	.1	.1		1702
Higher Secondary	0	2	1	0	0	0	0	0	0	0	30	33
	0.	66.7	33.3	0.	0.	0.	0.	0.	0.	0.		3
Degree College	1	3	3	0	0	1	0	0	1	0	0	9
	11.1	33.3	33.3	0.	0.	11.1	0.	0.	11.1	0.		9
Other	5	1	1	1	0	0	0	0	0	1	431	440
	55.6	11.1	11.1	11.1	0.	0.	0.	0.	0.	11.1		9
Total	637	675	483	236	82	29	16	5	3	3	1342	3511
	29.4	31.1	22.3	10.9	3.8	1.3	.7	.2	.1	.1		2169

Appendix V Table 56

Size Distribution of School Enrollments

Geographical Location: Total Sex composition: Total Year: 1963-64

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	367	84	20	4	0	0	0	0	0	0	430	905
	77.3	17.7	4.2	.8	0.	0.	0.	0.	0.	0.		475
Secondary	303	651	519	270	123	53	30	19	8	11	526	2513
	15.2	32.°	26.1	13.6	6.2	2.7	1.5	1.0	.4	.6		1907
Higher Secondary	1	3	3	0	0	0	0	0	0	0	46	53
	14.3	42.9	42.9	0.	0.	0.	0.	0.	0.	0.		7
Degree College	4	6	5	5	4	5	3	3	3	13	7	58
	7.8	11.8	9.8	9.8	7.8	9.8	5.9	5.9	5.9	25.5		51
Other	°	1	1	1	0	0	1	0	0	1	489	502
	61.5	7.7	7.7	7.7	0.	0.	7.7	0.	0.	7.7		13
Total	683	745	548	280	127	58	34	22	11	25	1498	4031
	27.0	29.4	21.6	11.1	5.0	2.3	1.3	.9	.4	1.0		2533

Appendix V Table 57

Size Distribution of School Enrollments

Geographical Location: Urban Sex composition: Male Year: 1967-68

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	2 50.0	2 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0	4 4
Secondary	1 1.8	3 5.4	13 23.2	6 10.7	6 10.7	6 10.7	7 12.5	4 7.1	5 8.9	5 8.9	0	56 56
Higher Secondary	0 0.	0 0.	1 50.0	0 0.	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	1	3 2
Degree College	0 0.	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1 50.0	0	2 2
Other	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	1 0
Total	3 4.7	6 9.4	14 21.9	6 9.4	7 10.9	6 9.4	7 10.9	4 6.3	5 7.8	6 9.4	2	66 64

Appendix V Table 58

Size Distribution of School Enrollments

Geographical Location: Semi-Urban Sex composition: Male Year: 1967-68

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	0 0.	2 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0	2 2
Secondary	3 4.9	2 3.3	4 6.6	12 19.7	12 19.7	10 16.4	9 14.8	4 6.6	3 4.9	2 3.3	0	61 61
Higher Secondary	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	2 1
Degree College	1 50.0	0 0.	0 0.	0 0.	0 0.	1 50.0	0 0.	0 0.	0 0.	0 0.	0	2 2
Other												
Total	5 7.6	4 6.1	4 6.1	12 18.2	12 18.2	11 16.7	9 13.6	4 6.1	3 4.5	2 3.0	1	67 66

Appendix V Table 59

Size Distribution of School Enrollments

Geographical Location: Rural Sex composition: Male Year: 1967-68

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	33 62.3	18 34.0	1 1.9	1 1.9	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	54 53
Secondary	49 18.1	37 13.7	69 25.6	49 18.1	29 10.7	19 7.0	7 2.6	6 2.2	3 1.1	2 .7	1	271 270
Higher Secondary	1 33.3	2 66.7	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	2	5 3
Degree College	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1 50.0	0	2 2
Other	1 50.0	0 0.	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	4	6 2
Total	85 25.8	57 17.3	71 21.5	50 15.2	29 8.8	19 5.8	7 2.1	6 1.8	3 .9	3 .9	8	338 330

Appendix V Table 60

Size Distribution of School Enrollments

Geographical Location: Total Sex composition: Male Year: 1967-68

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	35 59.3	22 37.3	1 1.7	1 1.7	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	60 59
Secondary	53 13.7	42 10.8	86 22.2	67 17.3	47 12.1	36 9.3	23 5.9	14 3.6	11 2.8	9 2.3	1	389 388
Higher Secondary	2 33.3	2 33.3	1 16.7	0 0.	1 16.7	0 0.	0 0.	0 0.	0 0.	0 0.	4	10 6
Degree College	2 33.3	1 16.7	0 0.	0 0.	0 0.	1 16.7	0 0.	0 0.	0 0.	2 33.3	0	6 6
Other	1 50.0	0 0.	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	5	7 2
Total	93 20.2	67 14.5	89 19.3	68 14.8	48 10.4	37 8.0	23 5.0	14 3.0	11 2.4	11 2.4	11	472 461

Appendix V Table 61

Size Distribution of School Enrollments

Geographical Location: Urban Sex composition: Female Year: 1967-68

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0	1 1
Secondary	2 8.7	2 8.7	6 26.1	2 8.7	5 21.7	2 8.7	1 4.3	2 8.7	0 0.	1 4.3	0	23 23
Higher Secondary												
Degree College	1 14.3	1 14.3	2 28.6	1 14.3	0 0.	1 14.3	1 14.3	0 0.	0 0.	0 0.	1	8 7
Other												
Total	4 12.9	3 9.7	8 25.8	3 9.7	5 16.1	3 9.7	2 6.5	2 6.5	0 0.	1 3.2	1	32 31

Appendix V Table 62

Size Distribution of School Enrollments

Geographical Location: Semi-Urban Sex composition: Female Year: 1967-68

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	6 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0	6 6
Secondary	1 3.3	8 26.7	6 20.0	4 13.3	5 16.7	1 3.3	2 6.7	2 6.7	1 3.3	0 0.	0	30 30
Higher Secondary	1 50.0	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0	2 2
Degree College												
Other												
Total	8 21.1	9 23.7	6 15.8	4 10.5	5 13.2	1 2.6	2 5.3	2 5.3	1 2.6	0 0.	0	38 39

ppendix V Table 63

ize Distribution of School Enrollments

eographical Location: Rural Sex composition: Female Year: 1967-68

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	64 62.1	23 22.3	12 11.7	4 3.9	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	104 103
Secondary	15 16.9	49 55.1	15 16.9	7 7.9	2 2.2	1 1.1	0 0.	0 0.	0 0.	0 0.	0	89 89
Higher Secondary												
Degree College												
Other	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0	1 1
Total	80 41.5	72 37.3	27 14.0	11 5.7	2 1.0	1 .5	0 0.	0 0.	0 0.	0 0.	1	194 193

Appendix V Table 64

Size Distribution of School Enrollments

Geographical Location: Total Sex composition: Female Year: 1967-68

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	71 64.5	23 20.9	12 10.9	4 3.6	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1	111 110
Secondary	18 12.7	59 41.5	27 19.0	13 9.2	12 8.5	4 2.8	3 2.1	4 2.8	1 .7	1 .7	0	142 142
Higher Secondary	1 50.0	1 50.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0	2 2
Degree College	1 14.3	1 14.3	2 28.6	1 14.3	0 0.	1 14.3	1 14.3	0 0.	0 0.	0 0.	1	8 7
Other	1 100.0	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	0	1 1
Total	92 35.1	84 32.1	41 15.6	18 6.9	12 4.6	5 1.9	4 1.5	4 1.5	1 .4	1 .4	2	264 262

Appendix V Table 65

Size Distribution of School Enrollments

Geographical Location: Urban Sex composition: Mixed Year: 1967-68

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	6 31.6	8 42.1	2 10.5	2 10.5	1 5.3	0 0.	0 0.	0 0.	0 0.	0 0.	0	19 19
Secondary	1 1.6	5 7.8	14 21.9	17 26.6	6 9.4	5 7.8	7 10.9	3 4.7	4 6.3	2 3.1	0	64 64
Higher Secondary	0 0.	0 0.	2 50.0	0 0.	1 25.0	0 0.	1 25.0	0 0.	0 0.	0 0.	1	5 4
Degree College	0 0.	0 0.	0 0.	0 0.	0 0.	0 0.	1 11.1	1 11.1	1 11.1	6 66.7	0	9 9
Other												
Total	7 7.3	13 13.5	18 18.7	19 19.8	8 8.3	5 5.2	9 9.4	4 4.2	5 5.2	8 8.3	1	97 96

Appendix V Table 66

Size Distribution of School Enrollments

Geographical Location: Semi-Urban Sex composition: Mixed Year: 1967-68

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	12 57.1	5 23.8	3 14.3	0 0.	1 4.8	0 0.	0 0.	0 0.	0 0.	0 0.	0	21 21
Secondary	2 2.0	18 18.4	25 25.5	16 16.3	12 12.2	9 9.2	8 8.2	4 4.1	1 1.0	3 3.1	0	98 98
Higher Secondary	0 0.	1 14.3	3 42.9	2 28.6	0 0.	0 0.	1 14.3	0 0.	0 0.	0 0.	0	7 7
Degree College	1 3.6	0 0.	0 0.	0 0.	1 3.6	0 0.	1 3.6	2 7.1	2 7.1	21 75.0	0	28 28
Other												
Total	15 9.7	24 15.6	31 20.1	18 11.7	14 9.1	9 5.8	10 6.5	6 3.9	3 1.9	24 15.6	0	154 154

Appendix V Table 67

Size Distribution of School Enrollments

Geographical Location: Rural Sex composition: Mixed Year: 1967-68

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	383	283	18	4	0	0	0	1	0	0	4	693
	55.6	41.1	2.6	.6	.0.	0.	0.	.1	0.	0.		689
Secondary	16	484	709	330	160	65	27	15	4	3	3	1816
	.9	26.7	39.1	18.2	8.8	3.6	1.5	.8	.2	.2		1813
Higher Secondary	1	4	7	6	2	3	1	1	0	1	2	29
	3.8	15.4	26.9	23.1	7.7	11.5	3.8	3.8	0.	3.8		26
Degree College	0	0	0	1	0	3	0	0	0	3	0	7
	0.	0.	0.	14.3	0.	42.9	0.	0.	0.	42.9		7
Other	1	0	1	0	0	0	0	0	0	0	3	5
	50.0	0.	50.0	0.	0.	0.	0.	0.	0.	0.		2
Total	401	771	735	341	162	71	28	17	4	7	12	2549
	15.8	30.4	29.0	13.4	6.4	2.8	1.1	.7	.2	.3		2537

Appendix V Table 68

Size Distribution of School Enrollments

Geographical Location: Total Sex composition: Mixed Year: 1967-68

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	401	296	23	6	2	0	0	1	0	0	4	733
	55.0	40.6	3.2	.8	.3	0.	0.	.1	0.	0.		729
Secondary	19	509	749	363	178	79	42	22	9	8	3	1981
	1.0	25.7	37.9	18.4	9.0	4.0	2.1	1.1	.5	.4		1978
Higher Secondary	1	5	12	8	4	3	3	1	0	1	3	41
	2.6	13.2	31.6	21.1	10.5	7.9	7.9	2.6	0.	2.6		38
Degree College	1	0	0	1	1	3	2	3	3	30	0	44
	2.3	0.	0.	2.3	2.3	6.8	4.5	6.8	6.8	68.2		44
Other	1	0	1	0	0	0	0	0	0	0	3	5
	50.0	0.	50.0	0.	0.	0.	0.	0.	0.	0.		2
Total	423	810	785	378	185	85	47	27	12	39	13	2804
	15.2	29.0	28.1	13.5	6.6	3.0	1.7	1.0	.4	1.4		2791

Appendix V Table 69

Size Distribution of School Enrollments

Geographical Location: Urban Sex composition: Total Year: 1967-68

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	9	10	2	2	1	0	0	0	0	0	0	24
	37.5	41.7	8.3	8.3	4.2	0.	0.	0.	0.	0.		24
Secondary	4	10	33	25	17	13	15	9	9	8	0	143
	2.8	7.0	23.1	17.5	11.9	9.1	10.5	6.3	6.3	5.6		143
Higher Secondary	0	0	3	0	2	0	1	0	0	0	2	8
	0.	0.	50.0	0.	33.3	0.	16.7	0.	0.	0.		6
Degree College	1	2	2	1	0	1	2	1	1	7	1	19
	5.6	11.1	11.1	5.6	0.	5.6	11.1	5.6	5.6	38.9		18
Other	0	1	0	0	0	0	0	0	0	0	35	36
	0.	100.0	0.	0.	0.	0.	0.	0.	0.	0.		1
Total	14	23	40	28	20	14	18	10	10	15	38	230
	7.3	12.0	20.8	14.6	10.4	7.3	9.4	5.2	5.2	7.8		192

Appendix V Table 70

Size Distribution of School Enrollments

Geographical Location: Semi-Urban Sex composition: Total Year: 1967-68.

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	18	7	3	0	1	0	0	0	0	0	0	29
	62.1	24.1	10.3	0.	3.4	0.	0.	0.	0.	0.		29
Secondary	6	28	35	32	29	20	19	10	5	5	0	189
	3.2	14.8	18.5	16.9	15.3	10.6	10.1	5.3	2.6	2.6		189
Higher Secondary	2	2	3	2	0	0	1	0	0	0	1	11
	20.0	20.0	30.0	20.0	0.	0.	10.0	0.	0.	0.		10
Degree College	2	0	0	0	1	1	1	2	2	21	0	30
	6.7	0.	0.	0.	3.3	3.3	3.3	6.7	6.7	70.0		30
Other	1	0	0	0	0	0	0	1	0	0	20	22
	50.0	0.	0.	0.	0.	0.	0.	50.0	0.	0.		2
Total	29	37	41	34	31	21	21	13	7	26	21	281
	11.2	14.2	15.8	13.1	11.9	8.1	8.1	5.0	2.7	10.0		260

Appendix V Table 71

Size Distribution of School Enrollments

Geographical Location: Rural Sex composition: Total Year: 1967-68

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	480	324	31	9	0	0	0	1	0	0	7	852
	56.8	38.3	3.7	1.1	0.	0.	0.	.1	0.	0.		845
Secondary	80	570	793	387	191	85	34	21	7	5	4	2177
	3.7	26.2	36.5	17.8	8.8	3.9	1.6	1.0	.3	.2		2173
Higher Secondary	2	6	7	6	2	3	1	1	0	1	4	33
	6.9	20.7	24.1	20.7	6.9	10.3	3.4	3.4	0.	3.4		29
Degree College	1	0	0	1	0	3	0	0	0	4	0	9
	11.1	0.	0.	11.1	0.	33.3	0.	0.	0.	44.4		9
Other	6	6	5	0	1	0	0	0	0	0	422	440
	33.3	33.3	27.8	0.	5.6	0.	0.	0.	0.	0.		18
Total	569	906	836	403	194	91	35	23	7	10	437	3511
	18.5	29.5	27.2	13.1	6.3	3.0	1.1	.7	.2	.3		3074

Appendix V Table 72

Size Distribution of School Enrollments

Geographical Location: Total Sex composition: Total Year: 1967-68

Type of Institution	School Enrollment											
	1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	>901	Others	Total
Junior/Middle	507 56.5	341 38.0	36 4.0	11 1.2	2 .2	0 0.	0 0.	1 .1	0 0.	0 0.	7	905 898
Secondary	90 3.6	610 24.3	862 34.4	444 17.7	237 9.4	119 4.7	68 2.7	40 1.6	21 .8	18 .7	4	2513 2509
Higher Secondary	4 8.7	8 17.4	13 28.3	8 17.4	5 10.9	3 6.5	3 6.5	1 2.2	0 0.	1 2.2	-	53 46
Degree College	4 7.0	2 3.5	2 3.5	2 3.5	1 1.8	5 8.8	3 5.3	3 5.3	3 5.3	32 56.1	1	58 57
Other	8 33.3	8 33.3	6 25.0	0 0.	1 4.2	0 0.	0 0.	1 4.2	0 0.	0 0.	478	502 24
Total	613 17.3	969 27.4	919 26.0	465 13.2	246 7.0	127 3.6	74 2.1	46 1.3	24 .7	51 1.4	497	4031 3534